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ABSTRACT

This report contains a history of school district organization in Illinois, a statistical profile of Illinois education today, a survey of selected districts offering quality education, and an agenda for change. Findings indicate that, of the measurable factors affecting the quality of local educational opportunity, district size is most critical. Districts of minimal size are generally inadequate to the task of providing the broad range of educational programs and services demanded of today's schools. Overly small teacher-pupil ratios, limited facilities, and disproportionate administrative costs cause operating costs per pupil in small districts to run higher than those in larger districts. The unequal distribution of local school revenue resources is a second serious problem in Illinois. The quality of educational programs, services, and personnel offered by both the sample's dual and unit districts ranged from very limited to comprehensive in scope. The appendix contains detailed enrollment and finance data for Illinois school districts by county. (Author/DN)

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OPPORTUNITIES FOR EXCELLENCE

Findings, Conclusions, and Recommendations of
a Survey of Illinois School District Organization

Final Report of the
Committee on School Organization

Organization and Structure Task Force
Governor's Commission on Schools
March 1973

EA 006 186

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March 1973

THE HONORABLE DAN WALKER
GOVERNOR OF ILLINOIS

MEMBERS OF THE ILLINOIS GENERAL ASSEMBLY

MEMBERS OF THE ILLINOIS SCHOOL PROBLEMS COMMISSION

Pursuant to the directives outlined in Governor Richard B. Ogilvie's Executive Order of January 1972 and Senate Bill 1556, the School District Survey staff defined quality education, developed measurable quality criteria, and applied them to selected Illinois school districts. The results of this analysis enabled the School District Survey staff to identify those forms of school district organization most capable of providing high quality education with efficiency and economy.

The quality of local education is influenced by a wide range of closely interrelated social, political, economic, and demographic factors. A detailed analysis of the specific role each of these factors plays in determining the quality of local education is beyond the scope of this project, but the findings of this report suggest the need for broad reforms which will make possible improved educational opportunities for all Illinois children.

I am pleased to submit on behalf of the Task Force on School Organization and Structure, Committee on School Organization, this final report of the Committee's findings, conclusions, and recommendations for the organization of local school districts in Illinois.

Sincerely yours,

Michael J. Bakalis
Chairman
Organization and Structure Task Force
Governor's Commission on Schools

EXECUTIVE ORDER

WHEREAS:

The financing of the schools has become the pivotal question around which the future of state-local taxation hinges for the next several years. The traditional reliance on the local property tax has been shifting in recent years. Recent developments in the courts have accelerated the necessity of moving toward change in property tax burdens, equalization of school funding, and the consequent increase in sharing of the cost of education by other tax sources.

The public has become troubled at the inability to accurately assess the performance of our schools and the seeming unresponsiveness of educators to standards of accountability. Moreover, when evaluations are made, they seem to lead to a discouraging conclusion of lower learning levels in basic reading and mathematics, increased drop-outs and a general deterioration of academic achievements.

The business practices of a multi-billion dollar enterprise in the state are archaic, fragmented and in need of modern management principles. Reports of instances of gross mismanagement are too frequent. At a time of severe shortage of public funds for education, the record of performance for those dollars is unsatisfactory. The portion of the education dollar used for nonteaching purposes is too great.

The organization of education in Illinois is confused and unnecessarily complex. Each new layer has been added to the past rather than replacing others. The new Constitution calls for a State Board of Education and new tasks for the Chief School Officer. The historic changes of the 40's and 50's in consolidation and the dual districts differential funding may have served as innovative reforms at that time, but today serious reevaluations must be made about the needs of the 70's and 80's. A new definition and structuring of the balance between state authority and local control must be achieved in terms of principle as well as in specific instances or events.

NOW THEREFORE:

By virtue of powers vested in me as Governor of the State of Illinois, I do issue this Executive Order creating a Commission on Schools to examine and review the operations and financing of our schools and educational system.

The Commission shall operate through four working Task Forces:

- Finance
- Organization and Structure
- Classroom Quality
- Business Management Practices

The Governor of the State of Illinois shall serve as Chairman of the Commission and the Superintendent of Public Instruction of the State of Illinois shall serve as Vice Chairman. The Governor shall appoint the Chairman of each Task Force who will be full members of the Commission along with such other legislative and citizen members as the Governor may designate.

Dated at Springfield, Illinois this 12th day of January, 1972.

Richard B. Ogilvie, Governor

SENATE BILL 1556

AN ACT creating a school district survey to study the organization and structure of public schools of the State and the State financial policies which relate thereto and to define powers and duties.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Purpose. Whereas Article X, Section 1 of the 1970 Constitution of the State of Illinois requires the State to provide an efficient system of high quality educational institutions and services, it is appropriate and necessary to survey the present organization and structure of public schools to determine if there is compliance with this mandate.

Section 2. Study Committee. The Governor's Commission on Schools -- Task Force on School Organization and Structure -- Committee on School Organization, hereinafter referred to as the Committee, is hereby directed to implement the provisions of this Act.

Section 3. Duties of the Committee. The Committee shall analyze that clause of Article X, Section 1 of the 1970 Constitution of the State of Illinois which provides:

> The State shall provide for an efficient system of high quality public educational institutions and services.

The Committee shall develop a definition of high quality education and it shall determine which organization and structure of school districts

will produce the most efficient delivery of high quality educational services. The Committee shall then develop a specific set of evaluative educational criteria which provide a method for measuring whether there is organizational compliance with the constitutional mandate by school districts.

The Committee shall apply the specific set of evaluative educational criteria to the organization, structure and educational delivery systems of public elementary and secondary schools of the State for the purpose of identifying which school districts meet the constitutional requirement.

Section 4. Additional duties. The Committee shall analyze its findings, conclusions and such additional germane organizational factors as it deems necessary and develop specific legislative recommendations for a restructuring of school districts which will cause compliance with the constitutional mandate and which permit each child of the State the opportunity to attend school in a district which efficiently provides a system of high quality public education.

The Committee shall also develop specific legislative recommendations for a State financial aid formula which, based on its findings and conclusions, will insure that those school districts providing an efficient system of high quality public education shall receive an equitable distribution of State financial aid in a non-discriminatory manner.

Section 5. The Committee shall employ and fix the compensation of such employees and technical assistants as it deems necessary to effectuate the purposes of this Act. The Superintendent of Public Instruction shall prepare and submit vouchers for payment of the ordinary and contingent expenses of the Committee to the Auditor of Public Accounts to be

paid out of any money appropriated for such purposes.

Section 6. Reports. The Committee shall make a detailed report of its findings, conclusions, and legislative recommendations to the General Assembly, the Governor, the Superintendent of Public Instruction and the School Problems Commission no later than November 30, 1972.

Section 7. This Act shall take effect immediately upon its becoming a law.

Section 8. This Act is repealed as of January 31, 1973.

(s) Paul Simon
President of the Senate

(s) W. Robert Blair
Speaker, House of Representatives

Approved
August 15, 1972

(s) Richard B. Ogilvie
Governor

FOREWORD

The history of American public education is a chronicle of the efforts of communities large and small to adapt their schools to the increasingly complex demands of a fast-changing world. The size and scope of the public school system have undergone a remarkable expansion in the last 150 years as both the population and the need for education have grown. Just as remarkable is the continuing search for ways to improve public education.

School organization and school quality are closely linked, for it is through the organization of people, money and materials that formal education is accomplished. By effectively bringing the full weight of local resources to bear on the task of educating the young, good school district organization can enable local school districts to offer programs and services which might otherwise be beyond their ability. It is the purpose of this report to aid the development of quality education in Illinois through adequate and efficient school district organization.

It should be emphasized that the actual time to document, analyze, and report this study was limited to a five-month period. However, this study includes an exhaustive amount of data covering all districts in Illinois and an in-depth analysis of a representative sample of school districts. It is a comprehensive treatment of the critical issues affecting school district organization and the mandate of Senate Bill 1556.

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CHAPTER 1

PERSPECTIVE

A SHORT HISTORY OF SCHOOL DISTRICT ORGANIZATION

THE EARLY PERIOD

Prior to 1833, educational debate centered around the organization of a system of basic schooling for local citizens. The population was still predominantly rural, and vast stretches of the United States were still only sparsely settled. "Education" to most people meant little more than basic instruction in the reading and mathematical arts. The early settlers of Virginia, Kentucky, and Iowa were able to satisfy these modest educational needs by building their own one-room schools and "boarding out" teachers. Virginia later adopted a more formal system of school support when it adopted the "pauper system" by which fines and forfeitures accrued to the state were deposited in a Literary Fund to be used for the education of the poor.

States which were settled relatively early (such as Ohio and Pennsylvania) established formal township and local school districts. These formal school districts were little influenced by state or county government, and local citizens retained virtually unchallenged control over their schools.

Illinois Free School Law

Illinois first established a system of public schools in 1825 with the passage of the Free School Law. This law provided for the establishment of

common schools open to all white citizens between the ages of five and twenty-one upon petition by the qualified voters in a proposed district. These districts were more formal in nature than their counterparts in Kentucky and Iowa, since they were established as corporate bodies with elected trustees, an assessor, a treasurer and a tax collector. Financing was provided by the state, which granted aid in the amount of two out of every one hundred state tax dollars collected.[1]

THE PERIOD FROM 1851 to 1899

By the middle of the Nineteenth Century, the processes of industrialization and urbanization, which were to eventually transform the face of America, were well underway. Traditional means of public education were becoming outmoded. In addition, the period marked the first time large numbers of European immigrants began reaching American shores. Education took on greater significance as politicians and ordinary citizens alike looked to the schools as the means by which these new millions might be taught the language, politics, and history of their new home. As the new century approached, some form of public-supported schooling became an accepted part of the social fabric of the United States. The expanded scope of public education required levels of financial support greater than the old village schools could provide. As a result, many states and territories took tentative steps toward the enlargement of their school districts.

Pennsylvania, for example, passed legislation establishing every township, city and borough as a school district, with an Office of the County Superintendent created to supervise the instructional program. Later, school districts of over 10,000 population were permitted to employ a

superintendent. Small attendance centers were closed and their students transported to other schools.[2]

Other states also sought legislative solutions to the problem of educating their growing populations. West Virginia, for instance, established a township unit system under which the state's counties were divided into independent administrative school districts. The boundaries of these new districts in West Virginia, as in many other states, were often fixed by such natural boundaries as streams or mountain ranges. The result was a patchwork of districts with wide disparities in size, wealth, and population.

Districting patterns were further complicated by action initiated by the wealthy areas in several states. These areas sought to establish school district boundaries which would exclude their less wealthy neighbors, thus reducing the cost of their own school support. The establishment of independent school districts by such wealthy areas tended to fragment existing districts and separate wealthy from nonwealthy areas.[3]

Illinois Moves Forward

The old modes of school district organization in Illinois were inadequate to the need for expanded and improved educational opportunities. Many Illinois schools of the period were too small and too inefficient to offer their students a high quality program. Educators and citizens alike turned their attention to the problem of establishing the kind of public school system envisaged by the state's first Superintendent of Public Instruction, Ninian Edwards. Superintendent Edwards argued for a statewide system of consolidated or "union" schools which would: (1) "extend instruction" by offering students a greater variety of courses; (2) provide

improved education at lower cost; (3) encourage "democracy" in the schools; (4) provide schools with stronger bases of economic support; (5) enable the teachers to specialize according to subject area; and (6) make possible more effective in-service education for teachers.[4]

The years 1845-46 had seen the passage of several major pieces of school legislation. An ex-officio Superintendent of Public Instruction had been created by the General Assembly in 1845. The law was general in tone, and although Section 6 of that law stated that the Superintendent ". . . . shall use his influence to reduce to a system of practical operation the means of common schools in the state," the bill failed to specify how this reduction was to be accomplished.[5]

A three-level school organizational structure was formed in Illinois the following year. A board of trustees was established in each congressional township to serve at the intermediate level between local boards of education and the state. This board was authorized to reorganize area school districts if petitioned to do so by residents.[6]

The adoption of the 1870 Illinois Constitution was a landmark in Illinois educational history. That document stated that "the General Assembly shall provide a thorough and efficient system of free schools, whereby all the children of the state may receive a good common school education." The Constitution also established the Office of the Superintendent of Public Instruction as a constitutional office. Soon after, the 27th General Assembly incorporated all its old school laws into one bill with its Act of 1872.[7] The 1870 Constitution prohibited any further special legislation pertaining to the management of common schools. This provision of the state charter was intended to bring uniformity to state

school law by limiting the organization of Special Charter School Districts. In 1870, there were seventy-four school districts existing by virtue of Special Charters which authorized them to operate according to legislative provisions peculiar to each district.[8]

THE PERIOD FROM 1900 TO 1947

The first half of the Twentieth Century was a time of unprecedented change in American society. Industrialization skyrocketed, new waves of European immigrants flooded America, more and more people were abandoning the farms for the cities, since it was the cities, rather than the now-settled frontier, which attracted millions of people seeking a chance for a new life. Social and economic life in the United States was being shaken to its roots. Education, too, was changing. The American people were coming to expect more and more of their schools. Improvement of the schools required that curriculum be expanded and teaching be improved. This required a broader administrative and economic support base than the existing school districts could provide. Reorganization of these districts thus became a necessary first step in the improvement of school quality.

Reorganization was not an easy process. Widely scattered rural population, facilities, and inadequate local revenues presented serious obstacles to school district reorganization. In addition, many citizens were reluctant to pass control of the schools from their local neighborhoods to a larger governmental unit or population center. Such pressure resulted in the perpetuation of small school districts. Responsibilities were not clearly defined, and the resultant overlapping functions and general confusion further impeded the development of quality educational programs in thousands of American communities.[9]

School District Consolidation in Illinois

In 1909, the Illinois General Assembly authorized school district consolidation by a majority vote of the electorate in each district.* That same year, the General Assembly passed an act requiring districts which did not maintain a high school to pay tuition to a high school for all their eighth grade graduates whose parents or guardians were unable to pay.[10] The Illinois Supreme Court, however, ruled that school boards were not competent to decide who was able and who was unable to pay tuition. The 47th General Assembly made the necessary changes in the statute, and the revised law went into effect on July 1, 1913. The effect of the new legislation was most apparent during the 1915-16 school year, when high school enrollments in the state rose by 15 per cent while elementary school enrollment increased only 1 per cent.[11] The extension of a "good common school education" was fast becoming a reality in Illinois.

World War I Era

The era of the first World War was a time of crisis for Illinois education. Increases in school revenues failed to keep pace with spiraling increases in costs. The cost of living for example, had more than doubled, but teachers' salaries increased only slightly.[12] In an effort to provide better education without increasing costs, consolidated districts and non-high school districts were established in 1917. Under this system, all eighth grade graduates who resided in districts with no high school were allowed to attend the nearest high school, with tuition to that school paid by the students' home district.

* The law was liberalized in 1919 to allow consolidation upon approval by a majority of the combined electorate in the proposed district.

The distribution of money from the State School Fund was the subject of legislation passed by the General Assembly in 1927. Under that law, every district in the state conducting a school as prescribed by law was entitled to collect nine dollars per child in average daily attendance in Grades one through eight. In an attempt to help less wealthy districts enhance the quality of their school programs, the law made it possible for low valuation districts which levied the maximum education tax rate allowed without referendum to collect an additional twenty-five dollars per child.[13]

The Great Depression

The gradual impoverishment of the nation's schools during the Depression years brought the problems of the unequal distribution of wealth into sharp focus. Since state aid was apportioned according to the amount of local money raised for school support, wealthier school districts received a disproportionate share of state school funds. They thus were able to continue to provide their pupils with a high quality education. Districts with less taxable wealth were not so fortunate. The depressed economic conditions generally reduced the amounts of state money available for school support, and states' influence in local education was sharply reduced as a result. Because of this, many consolidation efforts shifted from the checkbook to the statute books. Many state legislatures mandated school district reorganization in the early 1940s.[14] Such reorganization increased the number of county unit districts nationwide, and helped increase the size of school districts generally.[15]

In Illinois, pupil transportation remained a major obstacle to school district reorganization. Large numbers of the state's children lived in

rural areas. Roads were poor in many parts of the state, and transporting children several miles to and from school was impossible for most parents. The schools themselves could provide transportation, but it was expensive, and most small school districts simply could not afford the cost of buses and drivers. In 1939, the General Assembly appropriated a half million dollars for the transportation of pupils. This was the first time the State of Illinois had provided such aid, and it enabled rural school districts to consolidate or otherwise enlarge their size without undue hardship on their students.[16]

The late 1930s also saw an increase in the state distributive funds for education, as well as increases in the equalization quotas. The elementary school level was raised from $30 to $40 per pupil in average daily attendance, and high schools which levied a 75 per cent rate for educational purposes might receive $80 per pupil. Significantly, the year 1938 marked the first time in the educational history of Illinois that high schools received direct state aid.

Illinois Education in the Post-War Period

Little attention was paid to school district organization by the General Assembly from 1919 through 1945. During this time, state aid and tax rate limitations were the same both for districts maintaining twelve grades and districts with a dual system. This gave dual system districts a financial advantage over unit districts, since they could raise the same amount of money for fewer students. The advantage was so great that in 1945 only one hundred of 11,955 school districts in Illinois were unit districts.[18]

In 1945, the General Assembly enacted a law to give unit districts basic taxing power equivalent to that of the dual systems. The statute also provided the unit district lower qualifying rates for special state aid. This legislation was enacted to encourage the formation of unit districts.[19]

The 64th General Assembly enacted a new school district survey law providing for the creation of a State Advisory Commission of nine members to be appointed by the Superintendent. Only two of the nine members were to be professional educators. The commission was required to report to the Legislature no later than January 1950.

County survey committees of nine members each were set up to study and plan school reorganization and make final reports by January, 1948. County committees were particularly effective for several reasons: (1) the County Superintendent was named the Executive Secretary of each county committee (most of the superintendents favored county reorganization); (2) school boards advocated reorganization and taxpayer federations tended to favor reorganization; and (3) a minimum salary law for teachers caused a new concern for schools with small enrollments.

New community districts were authorized which would maintain twelve grades and replace all underlying districts. The law provided that new district boundary lines need not respect former district lines, nor even county lines. It was believed that these new larger twelve grade community districts would quickly replace thousands of the former elementary and high school districts.[20]

The steps to be taken by local school districts wishing to reorganize were mandated by laws adopted by the 1945 General Assembly. Local districts

desiring to reorganize with other nearby districts formed committees comprised of area residents to make a study of local needs and goals.[21]

The semipermissive legislation of 1945 and 1947 had a considerable impact upon school district reorganization in Illinois. The number of school districts declined from over 11,000 in 1945-46 to just over 5,000 by the end of the 1950 academic year. Since 1950, the number of school districts has further dropped to a total of 1,085 in 1972. This is a reduction of 90 per cent.[22] (See Figure 1.1 on page 11.)

THE PERIOD FROM 1947 TO 1972

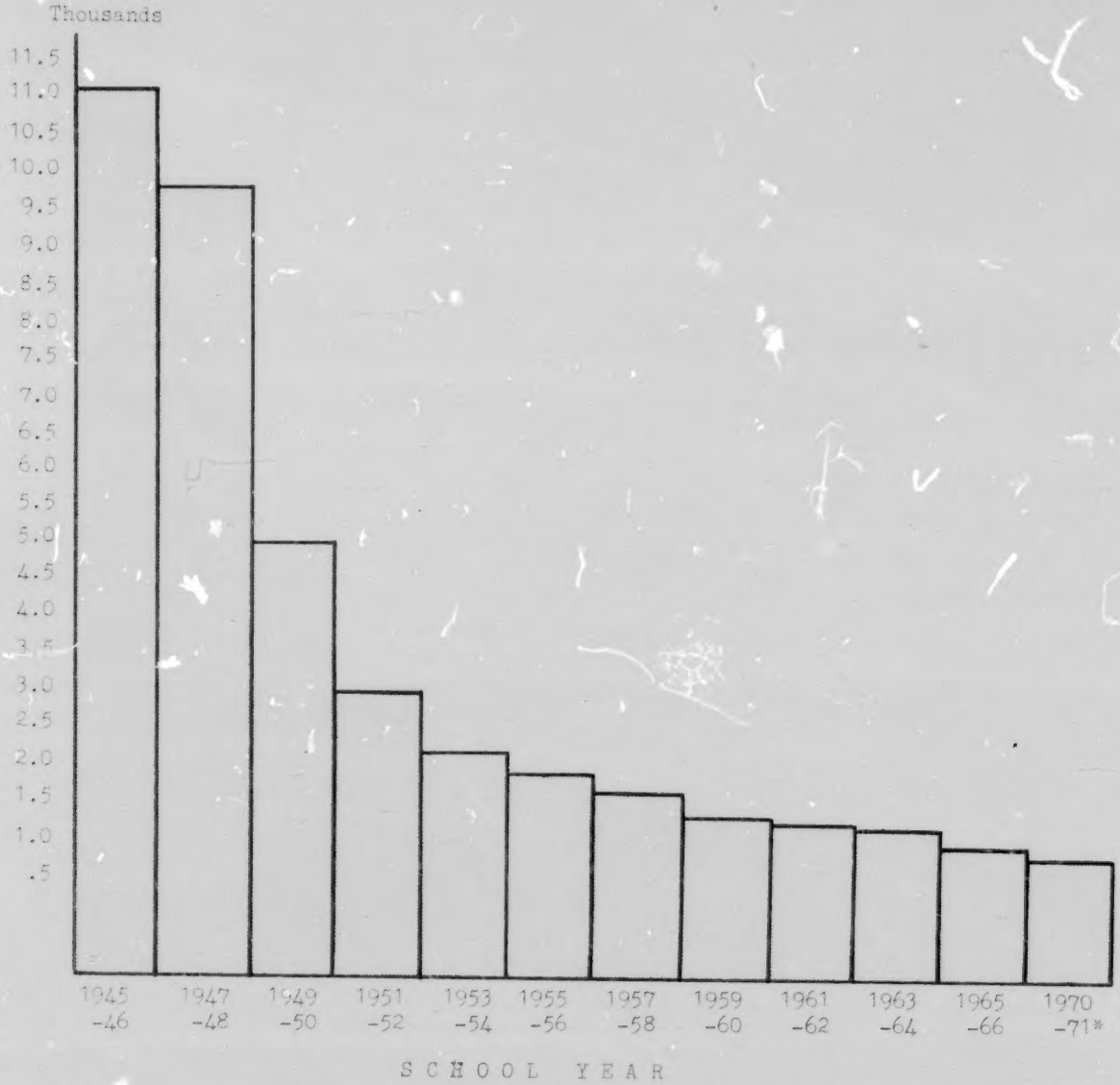
Trends in school district organization have changed little between the late 1940s and the early 1960s. More recently, however, rising inflation, population shifts to the cities, and the judicial mandate to eliminate racial and financial discrimination in the schools have given reorganization renewed urgency.

The complexity of Twentieth Century life has placed demands on the public schools that were unheard of a generation ago. As the role of education in the modern world becomes more and more important, parents, business leaders, and educators have renewed the demand for quality in teaching, instructional programs, and school services. Many small school districts across the nation are discovering that limitations of size and taxable wealth are making it difficult for them to offer the wide range of programs required of today's schools. Many such districts are looking to reorganization as the means to solve this problem.

While most emphasis in the last twenty years has been placed on the reorganization of small rural school districts, a nationwide school

Table 1.1

Number of Illinois School Districts
1945-1971



Source: Data through 1966 from "Opportunities and Benefits of the Community Unit School District in Illinois," Circular Series A, Number 177, Office of the Superintendent of Public Instruction, October 1969.

* 1970-71 data from "Report to the Illinois School Problems Commission No. 12," Office of the Superintendent of Public Instruction, January 1972.

redistricting movement in the cities has also grown. Urbanization has created special problems for metropolitan school districts. Large numbers of pupils concentrated in increasingly fewer, but larger, school districts and the concomitant growth of racial and economic ghettoes in the cities' central cores are two particularly troublesome manifestations of urban growth.

Figure 1.2 on the following page indicates the decline in the number of local school districts nationwide in the past twenty-five years. (See Figure 1.2, page 13.) It is significant to note that, while districts with more than 25,000 pupils comprise less than one per cent of the total operating school systems in the United States, these districts educate over twenty-five per cent of the nation's more than forty-two million pupils.

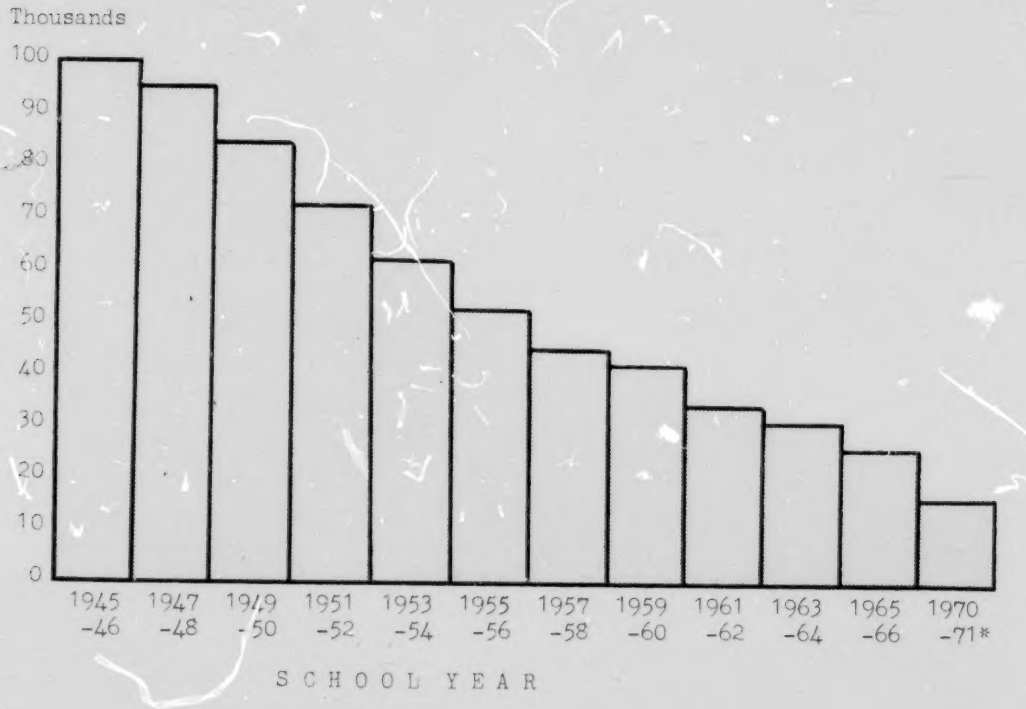
In the words of the President's Commission on School Finance, "Equality of educational quality and opportunity cannot be sustained where school children are ethnically or economically isolated." Commission findings indicate that equal education is best attained where student populations are heterogeneously organized and where districts are large enough to encompass a distribution of wealth comparable to that of the entire state. Care must be taken, however, to establish educational administrative units which maintain effective communication with parents and students.[23]

Recent Emphasis on School District Reorganization in Illinois

The 1966 Task Force on Education was charged to consider long-range goals for elementary and secondary education in Illinois, and to recommend plans for the attainment of such goals. Among other things, the Task Force Report urged the establishment of experimental programs in early childhood

Table 1.2

Number of School Districts Nationwide
1945-1971



Source: Data through 1966 from Digest of Educational Statistics, U.S. Office of Education, Washington, D.C. 1966.

* Data for 1970-71 from "Schools, People, and Money - The Need for Educational Reform," The President's Commission on School Finance, U.S. Government Printing Office, Washington, D.C. 1972.

education, compulsory kindergarten classes, remedial programs for the handicapped at all levels, adequate supportive services such as guidance and psychological counseling and more comprehensive vocational training programs. All of these recommendations were intended to enhance the quality of public education in Illinois. The Task Force Report noted, however, that local school districts unable to draw upon an administrative and economic base broad enough to support such programs did not have the means to implement these recommendations. As a result, the report urged that Illinois school districts be reorganized appropriately to provide such comprehensive school programs.[24]

School district organization since the mid-Nineteenth Century has been characterized by the consolidation or expansion of existing districts and the organization of larger new districts. Generally speaking, increases in the size of school districts have followed efforts to widen the districts' economic support base, equalize the local tax burden, or enhance the quality of the local education program.

This process of school district enlargement, though steady, has been far from uniform. Most states have inherited a patchwork of local districts of widely disparate size and organizational type. Many school districts in Illinois, for example, are still probably too small to support the range of educational programs and services expected of today's public schools. As the responsibilities of public education continue to grow more numerous and more complex, these small districts will likely find it even more difficult to operate effectively. It is reasonable to assume, therefore, that the trend toward school district enlargement will continue for many years to come.

CHAPTER II

ILLINOIS EDUCATION TODAY

A STATISTICAL PROFILE OF ILLINOIS SCHOOL DISTRICTS

Types of School District Organization in Illinois

The public schools in Illinois are organized to provide instruction in either the elementary grades, the secondary (or high school) grades, or both. School districts offering instruction in Grades kindergarten through eight only are referred to as elementary districts. Districts which provide instruction in Grades nine through twelve are called high school or secondary districts. Districts offering instruction in Grades K-12 inclusive are referred to as unit districts.

Since the early years of statehood, seven basic types of school district organization have evolved in Illinois, each devised to meet a particular need. These seven organizational types, and the characteristics peculiar to each, are listed below:

(1) A Common School District gives instruction in Grades 1 to 8, and also may have any or all of Grades 9 to 12; however, any district with a population of less than 2,000 may not maintain grades above the eighth unless they were maintained before 1949.

(2) A Community Consolidated District may be either an elementary or a unit district. It may be formed by uniting contiguous territory having a population of at least 1,500 and an equalized valuation not less than $5,000,000.

A consolidated district organized before July 1, 1951, with a population of 1,000 or more operates as a community consolidated school district; with a population of less than 1,000 it operates as a common school district.

(4) A Community High School District maintains Grades 9 through 12. Whether organized originally as high school, township high school, consolidated or community high school district, all high school districts are now governed by laws covering community high schools. No petition for the establishment of a community high school district could be filed after March 29, 1965.

(5) A Community Unit School District to maintain Grades K to 12 inclusive may be established in any contiguous, compact territory which meets population and assessed valuation standards.

(6) A Non-High School District operates no school but pays the tuition of its residents attending other high schools.

(7) Special Charter Districts operate under charters granted by the General Assembly prior to 1870. There are thirteen, each in a class by itself and each administered according to its special charter. The City of Chicago has a unit charter district as does also Bloomington, Canton, Decatur, Kankakee, Paris, Peoria, Rockford, Rock Island, and Springfield; Joliet and Lake Forest have elementary (K-8) charter districts; and Princeton has a secondary district.

A special charter district may, with referendum approval,

become part of the school township in which it is situated and operate under the general school law.

Number of School Districts in Illinois

As was noted in Chapter I, the number of school districts in Illinois has undergone a dramatic reduction since the end of World War II. In 1945-46, the number of school districts in the state stood at more than 11,000. Since that time, reorganization activity spurred by changes in Illinois school law favoring school district reorganization has reduced that number to the present total of 1,092 (as of July 1, 1972).

Of the state's 1,092 organized school districts, seven (7) are classified as "nonoperating" districts. Nonoperating districts neither own nor maintain schools of their own, but instead pay the tuition required to send pupils living within their borders to schools operated by nearby districts. One school district is administered by the Illinois Department of Corrections to provide schooling of various types to inmates of Illinois correctional facilities. The number of operating public school districts therefore stands at 1,084. Of this total, 436 are classified as unit districts, 143 as secondary districts, and 505 as elementary districts.

The number of school districts in Illinois is much greater than the number of districts in states of similar population and size. Michigan, for example, has a total of 626 school districts, Wisconsin 455, Ohio 631, and Florida 67. Forty-seven states have fewer total districts than does Illinois, and 34 of these states have fewer total enrollment higher than Illinois' average of 2,066 pupils per school district

for the 1971-1972 school year. (See Appendix Exhibit B, "Number of School Districts and Average Enrollment Per District by State.")

Size of Illinois School Districts

The "size" of a school district is measured by its enrollment, or the total number of students enrolled at all grade levels of all schools operated by that district. Illinois school districts vary widely in size. The size of the state's unit districts, for example, ranges from the 573,480 pupils enrolled by the City of Chicago School District #299 to the 98 pupils enrolled by the Stockland Community Consolidated School District #253. Enrollments in the state's elementary districts range from the 13,715 pupils in Schaumberg Community Consolidated School District #43 to the 19 students at Owego Community Consolidated School District #34. Secondary districts show a similar range of size, from the 17,419 students enrolled by Township High School District #214 to the 58 pupils registered in Mills Prairie Community High School District #229. (See Appendix Exhibit A, "Enrollment and Finance Data for Illinois Public Schools," for a listing of each district's total enrollment and enrollment rank.)

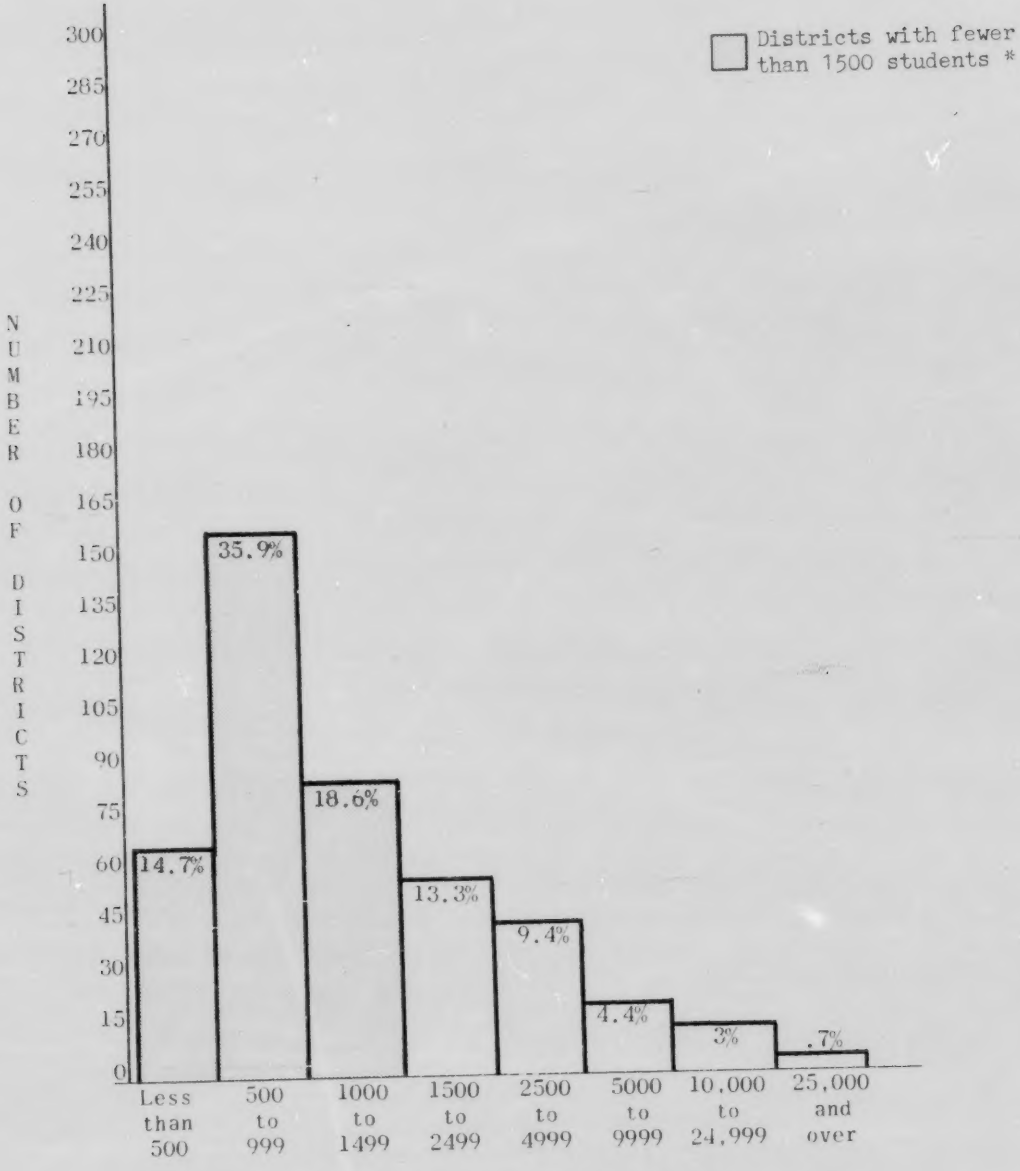
The bulk of the state's 436 operating unit districts (64.5%) enroll between 98 and 1,499 students. (See Figure 2.1.) Sixty-five per cent (65%) of the state's 505 operating elementary districts enroll between 1 and 999 pupils. (See Figure 2.2.) Thirty-eight point five per cent (38.5%) of Illinois secondary districts enroll fewer than 500 students. (See Figure 2.3.)

Even though elementary school districts which enroll fewer than 1,000 students account for 65.3% of the state's total number of elementary districts, such districts enroll only 17.7% of the state's elementary school pupils. (See Figure 2.4.) Secondary districts of less than 500 total enrollment account for 38.5% of the state's secondary districts, but enroll only 4.1% of the state's high school pupils. (See Figure 2.5.) Sixty-nine point two per cent (69.2%) of the state's unit districts enroll fewer than 1,500 students but these small unit districts enroll only 15.9% of the state's unit district student population. (See Figure 2.6.)

Debate over what constitutes an optimum school district size has occupied educational theorists for years. Everyone agrees that a district should have both a student population large enough to make a wide range of programs and services economically feasible and a tax base sufficient to support the facilities and personnel required for such programs. Factors such as population sparsity, transportation difficulties, and local political resistance, however, make the adoption of a single absolute size standard for all districts a practical impossibility. In farm areas, for example, extremely low population densities, and the resultant problems of student transportation, put an effective upper limit on the size of many rural school districts. In the state's crowded metropolitan areas such as suburban Cook County, travel distance is a minor factor in determining school district size, but local political concerns often impede the establishment of school districts spanning village or township boundaries. Some urban school districts, on the other hand, are considered by some <u>too</u> large. School administration in such districts

Figure 2.1

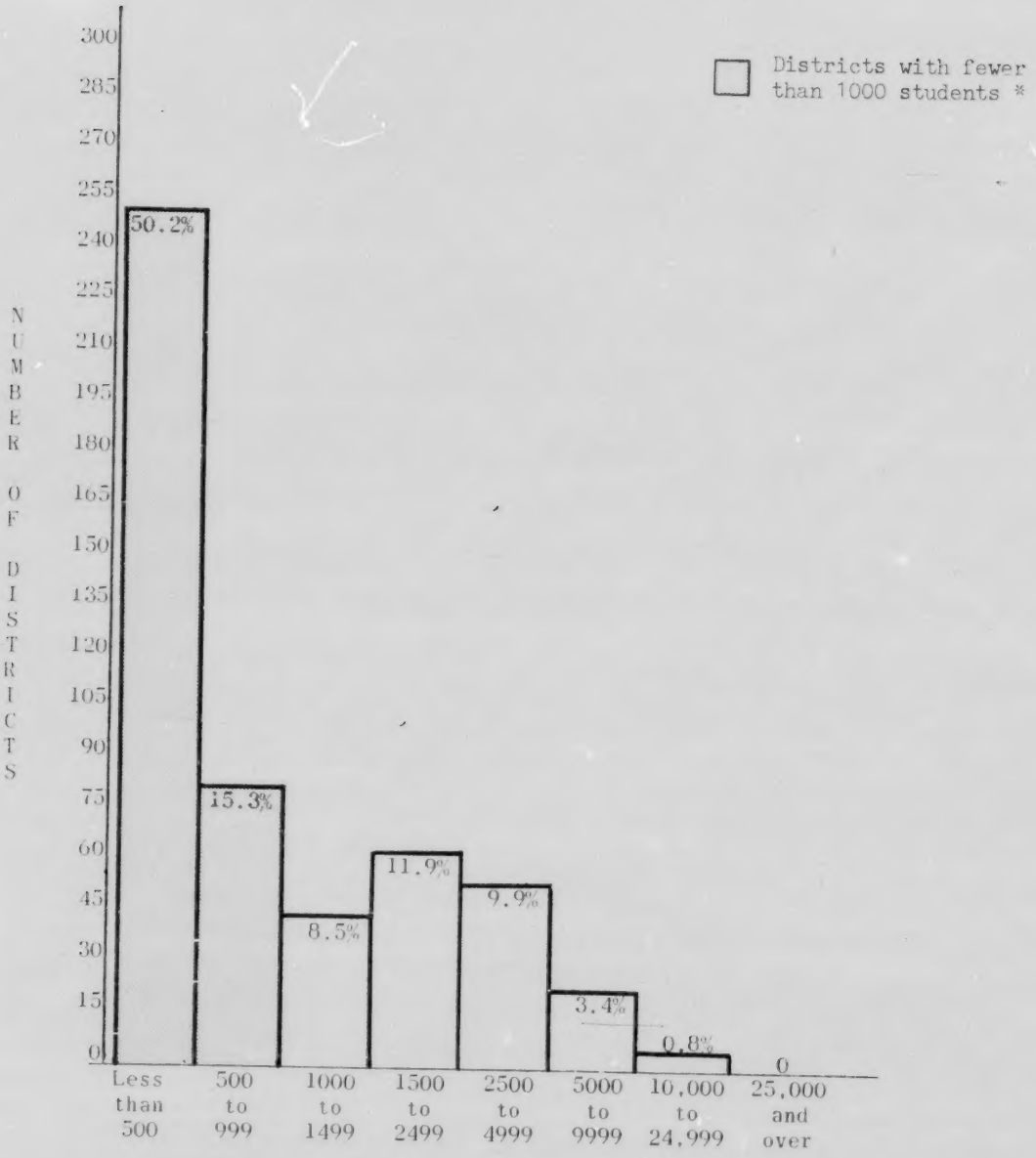
Operating Unit Districts by Enrollment
Fall 1972



*Per cents indicate the portion of the state's total number of unit districts included in each size category.

Figure 2.2

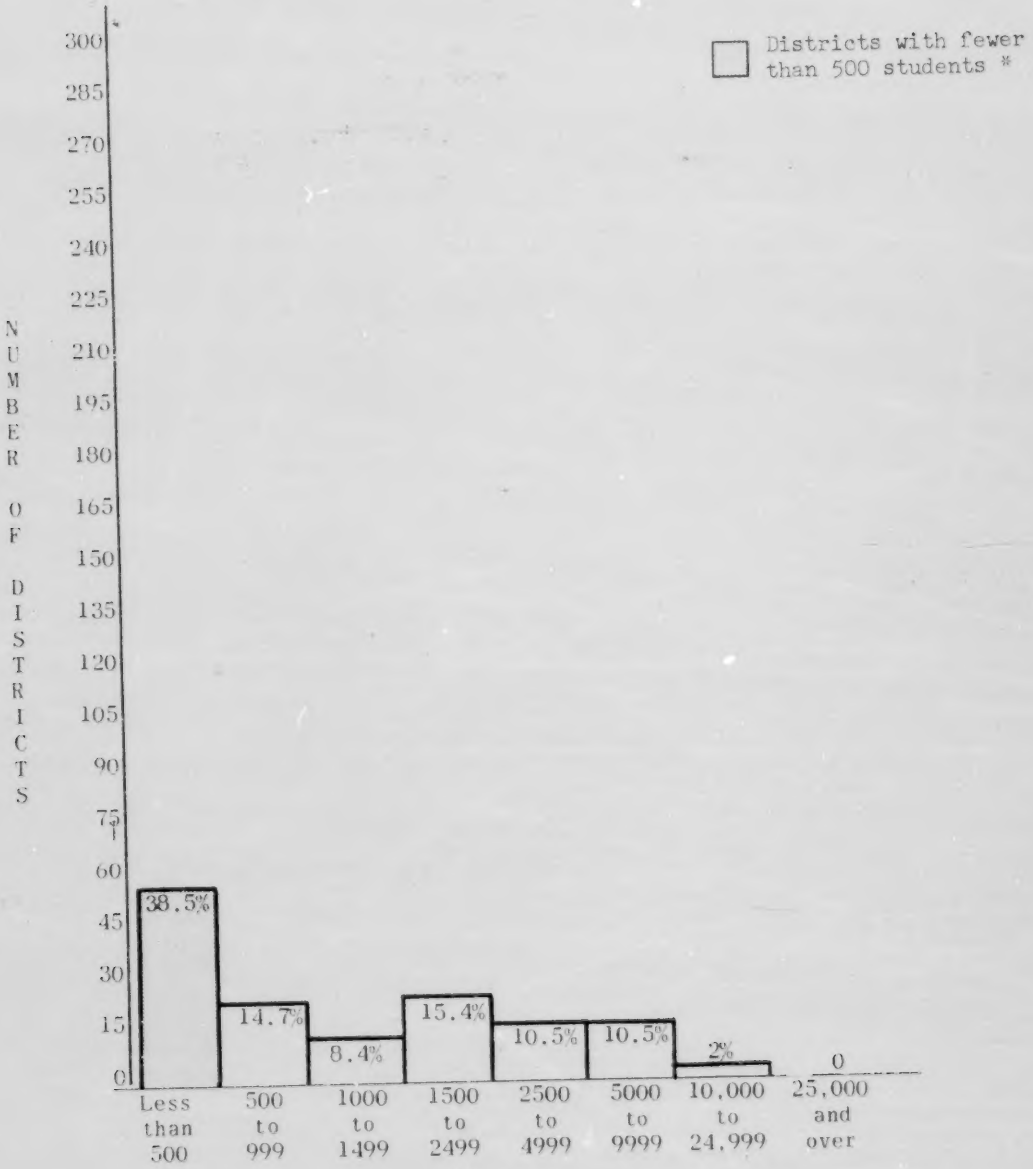
Operating Elementary Districts by Enrollment
Fall 1972



* Per cents indicate the portion of the state's total number of elementary districts included in each size category.

Figure 2.3

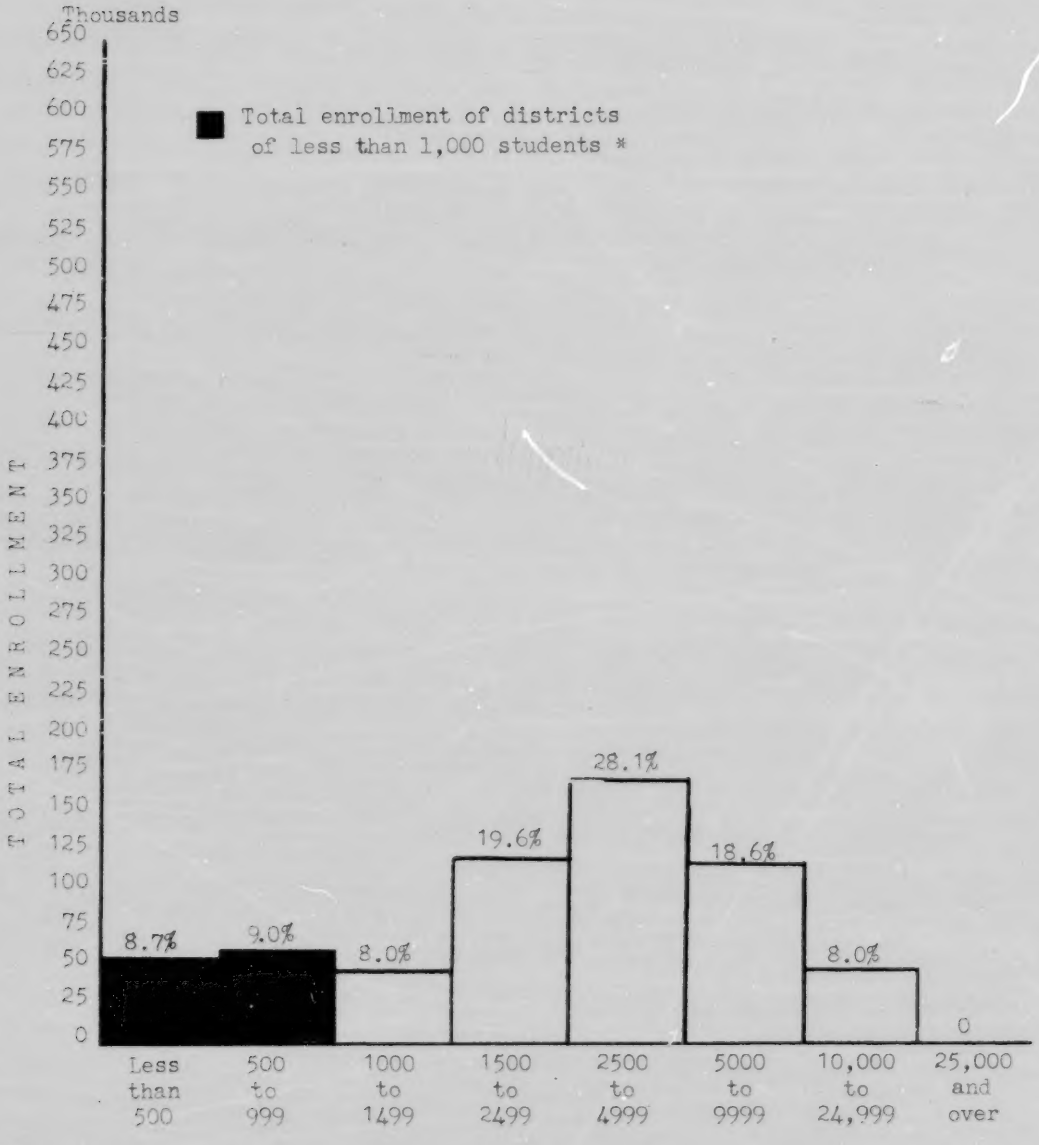
Operating Secondary Districts by Enrollment
Fall 1972



* Per cents indicate the portion of the state's total number of secondary districts included in each size category.

Figure 2.4

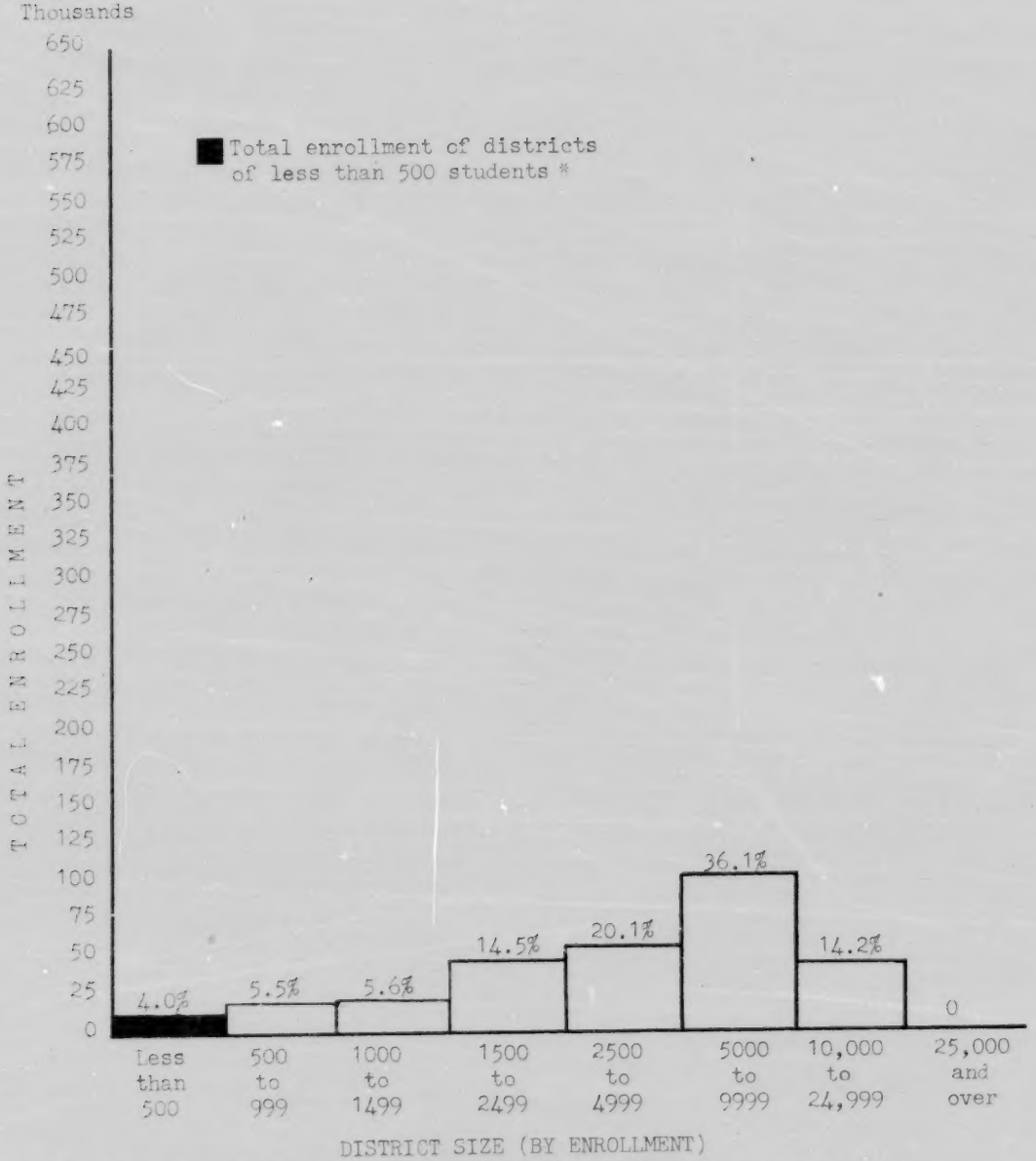
Total Enrollment
of
Operating Elementary
Districts
(By Size Categories)



* Per cents indicate the portion of the total elementary enrollment attending districts in each size category.

Figure 2. 5

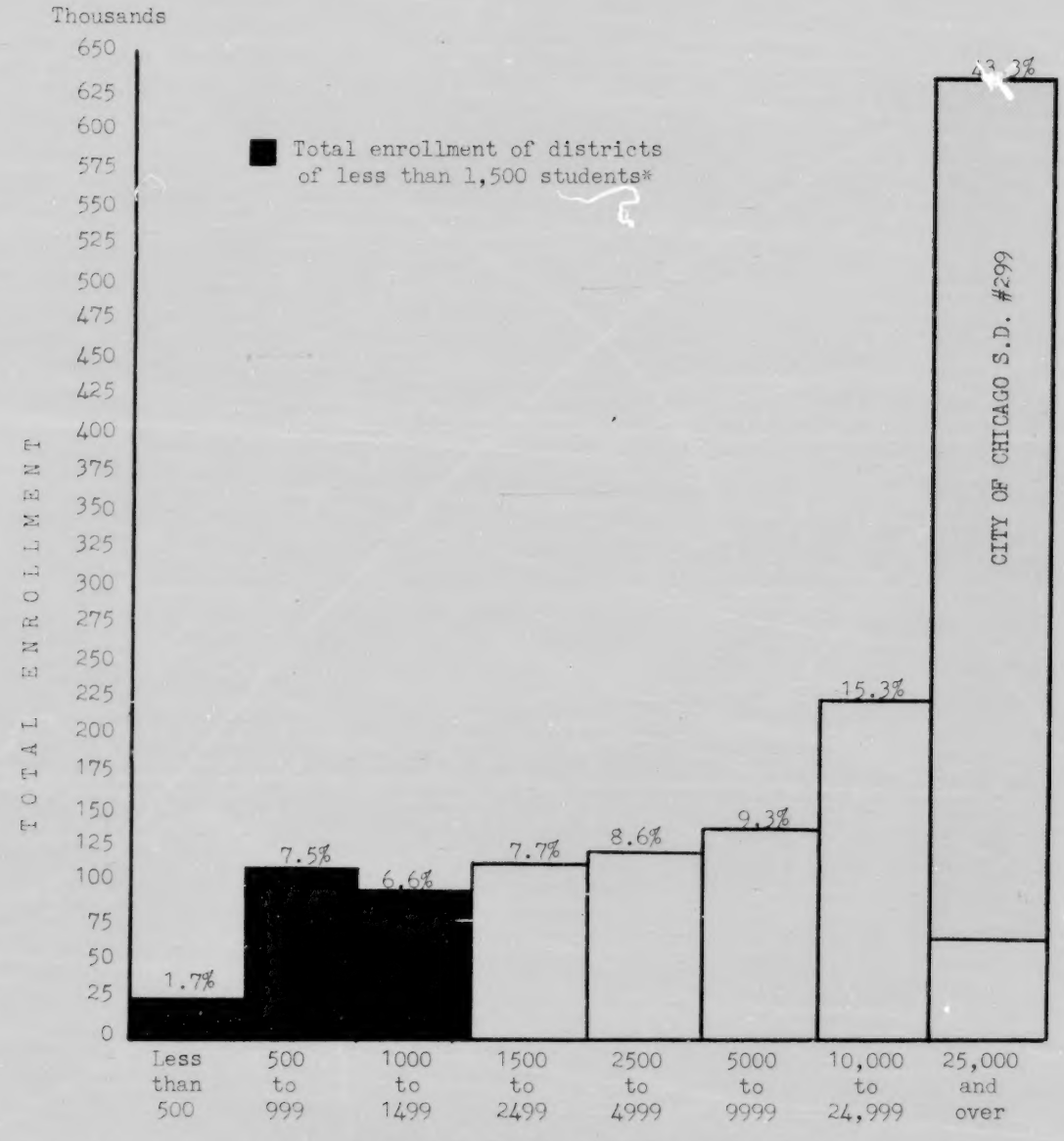
Total Enrollment
of
Operating Secondary Districts
(By Size Categories)



* Per cents indicate the portion of the state's total secondary enrollment attending districts in each size category.

Figure 2.6

Total Enrollment
of
Operating Unit Districts
(By Size Categories)



* Per cents indicate the portion of the state's total unit enrollment attending districts in each size category.

may be too remote from the people it serves, and the difficulties inherent in administering such sprawling education systems frequently result in undue inefficiency and waste.

It is possible, however, to adopt certain standards of school district size for puposes of analysis. Experts in educational administration have recommended that districts be of a size sufficient to produce a high school graduating class of at least 100.[25-27] Allowing for a typical rate of attrition, a high school graduating class of 100 would require a high school enrollment (Grades 9-12) of approximately 500 students. An elementary district of proportional size would therefore enroll some 1,000 students. A 1,000-student minimum for elementary districts would provide an average of roughly 100 students per grade level, or four sections of 25-30 students per section through a K-8 program. A unit district of equivalent size would enroll approximately 1,500 students in Grades K-12.

These particular enrollment minimums (see below) have been adopted in this report as justifiable standards. Subsequent references to "minimum" district sizes refer to these specific enrollment standards:

DISTRICT TYPE	SCOPE OF PROGRAM	ENROLLMENT MINIMUM
Elementary	K-8	1,000 pupils
Secondary	9-12	500 pupils
Unit	K-12	1,500 pupils

These standards are widely accepted as reasonable, and although they do not fit the need of every Illinois community, they do provide a set of useful guidelines with which to evaluate the size of the state's school districts.

Using a minimum secondary district enrollment standard of 500 pupils, it is noted that 55 Illinois secondary districts, or 38.5% of the total,

are undersized. Applying the 1,000 pupil minimum enrollment standard for elementary districts, it can be seen that 330 such districts, or 65.5% of the total, are of less than desirable size. Measured against the 1,500 student minimum for unit districts, 301 unit districts, or 69.2% of the total, are below size. Statewide, 63.2% of operating districts are of less than minimum size.

Map 2.1 shows the per cent of all students in each county attending schools operated by districts of less than minimum enrollment.* As might be expected, counties which are significantly metropolitan in nature tend to have few students attending schools in such districts. Cook County has only one per cent (1%) of its students attending schools in undersized districts, Winnebago County 11%, Sangamon County 24%, Champaign County 17%, Rock Island County 2%, and St. Clair County 15%, percentages which compare with the statewide figure, which shows that 46.9% of the state's pupils attend schools in districts of less than minimum size.

The state's rural counties fare less well. Although the figure for many such counties is well above the statewide average, others (such as Marshall, Hancock, Scott, Moultrie, Cumberland, Edwards, and Johnson, to name just a few) have a full 100% of their students enrolled in schools operated by undersized districts. The explanation lies in the nature of

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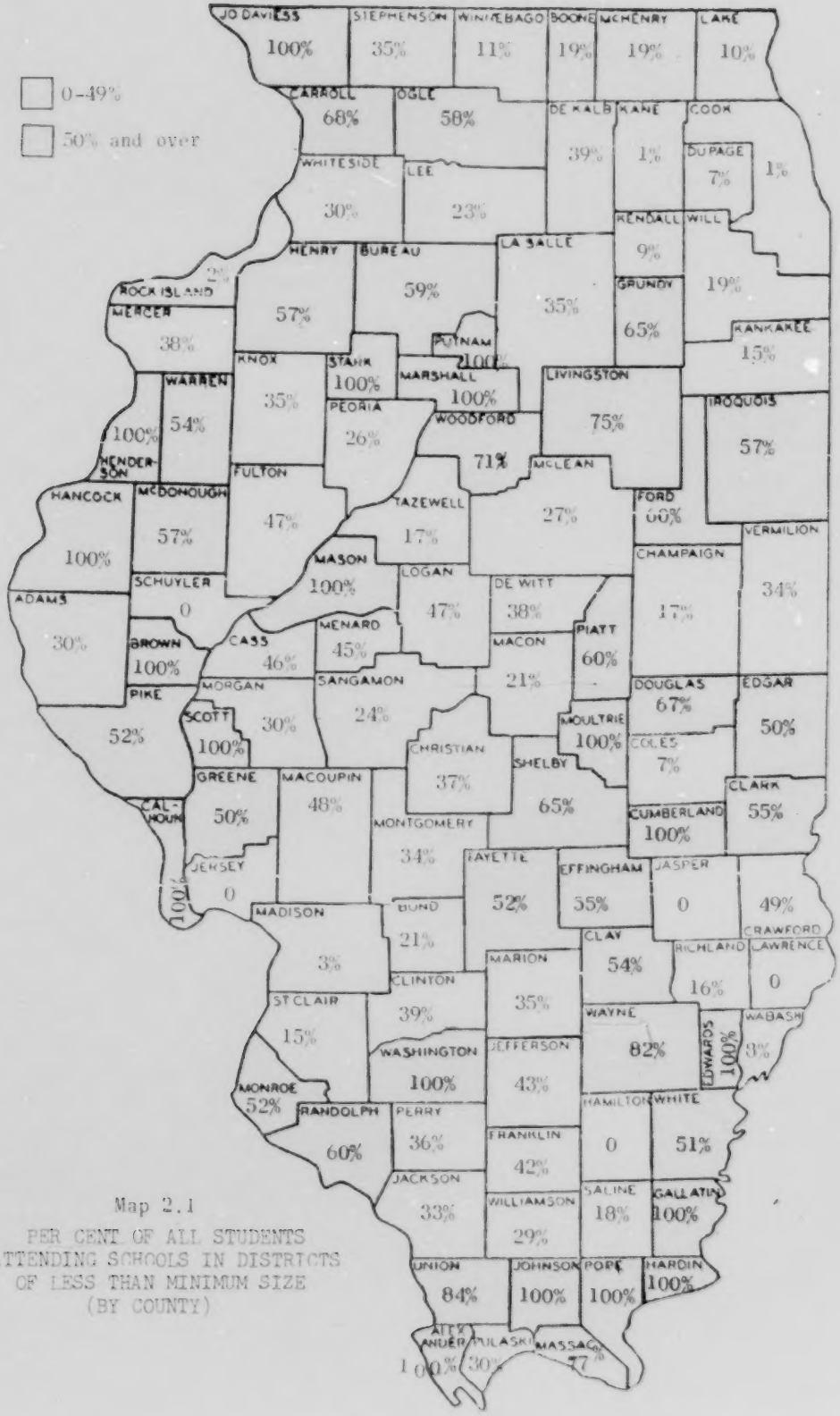
* Data entered on Map 2.1 is for the 1971-72 school year. The total enrollment of districts whose enrollment fell below the minimums established for their type (see above) was noted, and added to the enrollment totals for all other districts in the same county which also failed to meet these size criteria. This total in turn was compared to that county's total enrollment. The resulting percentage figure was entered on Map 2.1. (Per cents were rounded to the nearest one-tenth of a per cent). See Appendix Exhibit D for "Illinois School Districts of Less than Minimum Size (By County)."

the state's rural population. These counties are agricultural by occupation, and their population is small and widely scattered. The organization of rural school districts large enough to meet the minimum size standards would often require that school district boundaries cover a considerable geographic expanse, which would in turn require that students travel prohibitively long distances to and from school. The low population density of rural areas has been and continues to be a major obstacle to the organization of rural school districts of adequate size. (See Appendix Exhibit C listing population densities of all Illinois counties.)

Wealth of Illinois School Districts

The wealth of a school district is measured by the amount of taxable wealth per pupil available for the support of local schools. This index of school district wealth is called the assessed valuation per pupil (AVPP) and is expressed in dollar amounts. The AVPP is defined as the quotient of the total equalized valuation of all the taxable real property in the district and the weighted average daily attendance of the district, or WADA.

Illinois school districts display as wide a range of wealth as they do of size. Among elementary districts, Maple Grove School District #17 ranks first in the state in wealth, drawing upon an assessed valuation of $355,386 per pupil for the local support of education. This compares with the $4,917 assessed valuation per pupil available to Briar Bluff School District #157. Statewide, the mean assessed valuation per pupil for elementary districts is $32,691.



Map 2.1

PER CENT OF ALL STUDENTS ATTENDING SCHOOLS IN DISTRICTS OF LESS THAN MINIMUM SIZE (BY COUNTY)

Among the state's secondary districts, Beason Community High School District ranks first in wealth, with an assessed valuation per pupil of $199,729. Odin Community High School District #700, on the other hand, draws upon a relatively small tax base of $24,219 per pupil. The statewide mean assessed valuation per pupil for secondary districts is $74,816.

Among unit districts, Monticello Community Unit School District #25 ranks first in wealth with an assessed valuation per pupil amounting to $103,670, while Brookport School District #38 ranks last with an assessed valuation of $3,451 per pupil. The state mean assessed valuation per pupil for unit districts is $23,646. (See Appendix Exhibit A for ranking of Illinois school districts by AVPP.)

A school district's wealth is determined by factors as diverse as its organizational type and size, the socioeconomic status of its residents, and the uneven distribution of taxable property caused by the haphazard placement of geographical and political boundaries. The ways in which organizational nature of Illinois school districts influence their assessed valuation per pupil can be illustrated as follows: a typical unit school district in Illinois enrolls roughly 70% of its total student population in the elementary grades and 30% in the high school grades. Assuming for the moment that the per pupil costs are identical for elementary and high school students, it follows that 70% of the total taxable wealth within that district goes toward the support of the elementary school program, with the remaining 30% going to the support of the district's secondary school program.

One might assume that 70% of a community's taxable wealth would thus be appropriated for the support of elementary schools and 30% for the

support of secondary schools, regardless of the nature of the local district's organization. That is not the case. A separate operating elementary district draws upon the full 100% of its assessed valuation to support programs intended to serve only 70% of the district's school-age population. Similarly, a separate operating secondary district draws upon a full 100% of its assessed valuation to support programs designed to educate only 30% of the district's school-age population. A unit district of identical boundaries offering programs intended to educate 100% of the district's school-age population still draws its support from 100% of the district's wealth. The result is significant disparities in per pupil financial strength among districts of different type.[28]

Districts of <u>any</u> type with very small enrollments tend to have exaggerated assessed valuation per pupil figures, since the smaller the number by which a district's total assessed valuation is divided, the higher the resulting assessed valuation per pupil figure will be. The state's five wealthiest elementary districts, for example, whose average assessed valuation per pupil is a hefty $276,134, enroll an average of only 215 students each (compared to the statewide average enrollment for elementary districts of 1,230 students). The state's five wealthiest secondary districts, which have an average assessed valuation per pupil of $195,504, enroll an average of 113 students each (compared to the statewide average enrollment for secondary districts of 1,953 students). The five wealthiest unit districts, which average $75,763 assessed valuation per pupil, enroll an average of 1,093 students each (compared to the statewide average enrollment for unit districts of 3,393).

It should be noted that mean assessed valuation per pupil figures are only rough indicators of the financial wealth of Illinois' school districts. This is particularly true in the cases of the state's elementary and secondary districts. An appreciable number of elementary districts, for example, have both very small enrollments and large amounts of taxable property within their boundaries. The resulting high assessed valuations per pupil (which sometimes total more than a quarter of a million dollars) act to raise the statewide mean assessed valuation per pupil for elementary districts. Wealth figures for secondary districts are distorted to an equal degree by the two dozen secondary districts which have assessed valuations per pupil in excess of $100,000 each. The larger enrollments of unit districts tend to prevent the appearance of districts with assessed valuations per pupil which are overly high or low. The state mean assessed valuation per pupil for unit districts thus comes closer to representing the actual wealth status of Illinois unit districts than do the equivalent figures for elementary or secondary districts.

Map 2.2 shows the per cent of public school students in each county who attend schools operated by districts of less than average wealth.* Statewide, 66.7% of public school students attend such schools. Readers

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* Data entered on Map 2.2 is from the 1970-71 school year. The total enrollment of those districts whose assessed valuation per pupil (AVPP) fell below the statewide mean AVPP for their type were noted, and added to other districts in the same county which also failed to meet these criteria of wealth. This total was in turn compared to that county's total enrollment. The resulting percentage figure was then entered on Map 2.2. (Per cents were rounded to the nearest one-tenth of a per cent.) See Appendix Exhibit E for "Illinois School Districts of Less Than Average Wealth (By County)."

Map 2.2

PER CENT OF ALL STUDENTS ATTENDING SCHOOLS IN DISTRICTS OF LESS THAN AVERAGE WEALTH (BY COUNTY)

will note that several downstate counties (among them Stark, McLean, Putnam, Piatt, and Moultrie) have no students attending districts of less than average wealth. This phenomenon is the combined result of the economics and population patterns of these areas. Such counties are situated in rich agricultural regions, the high value of whose farmland, combined with the sparse population common in rural areas, provides such districts with a higher-than-average assessed valuation per pupil. (Readers will note in this regard that many of the counties whose districts stand well above the state average for their type in terms of wealth have a high proportion of their students attending schools in districts of less than minimum size for their type.)

Disparities in assessed valuation per pupil are sometimes the result of accidents of geography. A school district which has the good fortune to include within its boundaries areas of concentrated commerce or industry will enjoy an assessed valuation per pupil significantly higher than that of a district of equal enrollment and socioeconomic status which does not have the benefit of similarly broad tax resources.

The graphs on pages 36 to 38 chart the distribution of Illinois school districts by both size (as measured by enrollments) and wealth (as measured by assessed valuation per pupil), according to organizational type. An examination of Figure 2.7 graphically illustrates the size-wealth status of Illinois' 505 operating elementary districts. The cluster of districts along the vertical, or wealth, axis represents the many Illinois elementary districts which, because of their very small enrollments, have exaggerated assessed valuations per pupil. The majority of Illinois' elementary districts, however, rank below the statewide mean assessed valuation per pupil

for elementary districts of $32,691. It is noted that a significant number of elementary districts both fall below the statewide mean assessed valuation per pupil for elementary districts and enroll fewer than the statewide mean enrollment for elementary districts of 1,230 pupils. (The broken vertical line indicates the 1,000 student enrollment minimum for elementary districts described on page 26.

As is the case with elementary districts, the high assessed valuation per pupil of many secondary districts mainly is the result of their small enrollments. The majority of Illinois secondary districts fall below both the statewide mean assessed valuation per pupil for secondary districts and the statewide mean enrollment for secondary districts of 1,953 pupils. Relatively few such districts, however, fall below the recommended minimum size for secondary districts of 500 students. Generally speaking, Illinois secondary districts show a more balanced distribution through the size-wealth spectrum than do elementary districts. (See Figure 2.8.)

Figure 2.9 depicts the distribution of the state's unit districts by size and wealth. Unit districts tend to be larger in size than elementary or secondary districts, a pattern largely due to the fact that unit districts offer instruction in thirteen grades compared to the four offered by secondary districts and the nine provided by elementary districts. As was noted on page 31 the relatively larger number of pupils enrolled by unit districts works to depress their assessed valuations per pupil. A glance at Figure 2.9 indicates that unit districts do not display the wide range of either wealth or size exhibited by elementary and secondary districts. A considerably majority of unit districts enroll fewer than the

Figure 2.7

DISTRIBUTION OF ELEMENTARY DISTRICTS BY SIZE AND WEALTH

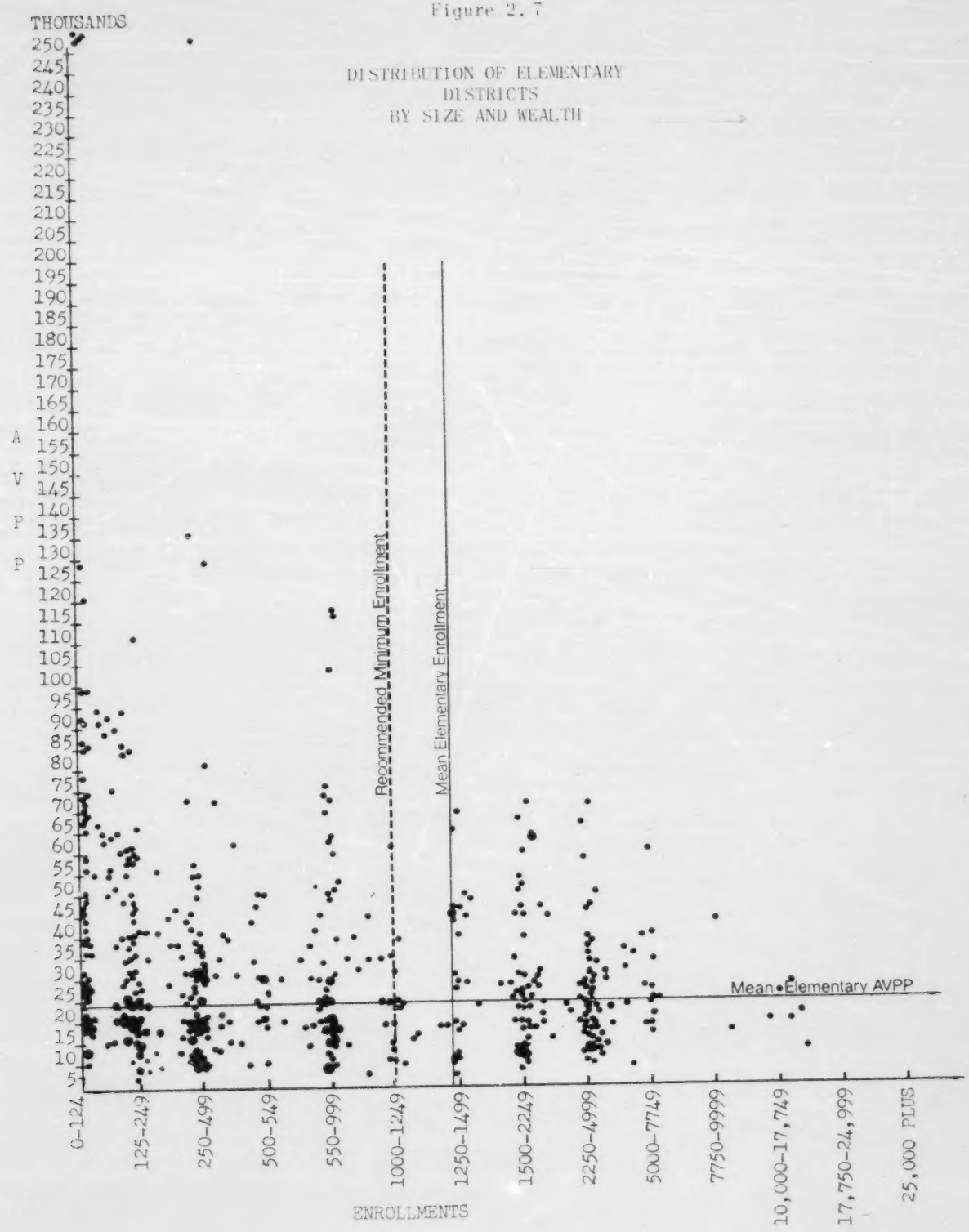

Figure 2.8

DISTRIBUTION OF SECONDARY DISTRICTS BY SIZE AND WEALTH

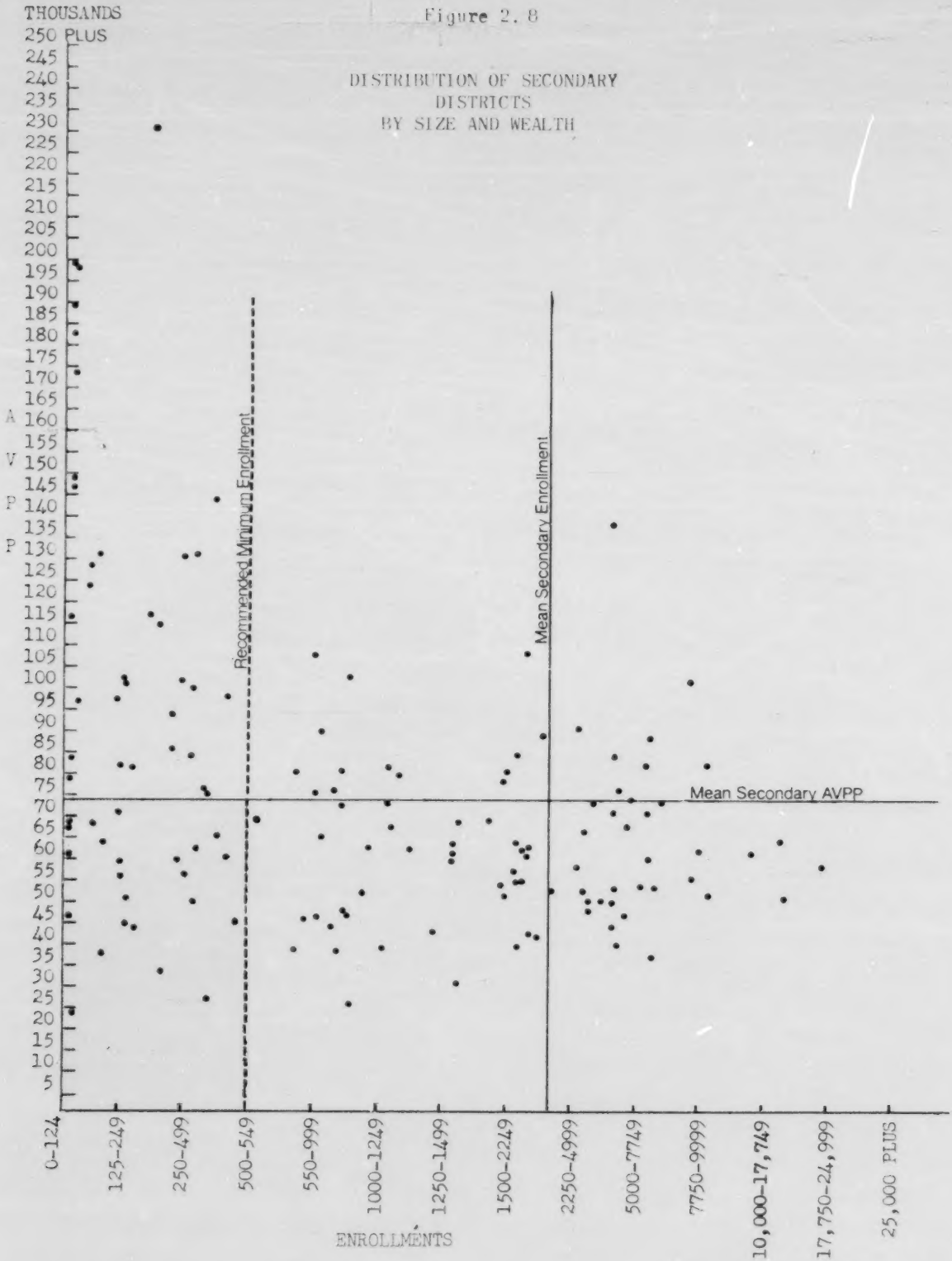

Figure 2.9

DISTRIBUTION OF UNIT DISTRICTS
BY SIZE AND WEALTH

statewide mean enrollment for units of 3,393 students.* Most unit districts likewise enroll fewer than the 1,500 students recommended on page 26 as a minimum. In terms of assessed valuation per pupil, unit districts show much the same pattern as elementary and secondary districts; the assessed valuations per pupil of 53.2% of the state's unit districts rank below the statewide mean of $23,646.

Map 2.3 on page 40 shows the per cent of all students in each county attending schools operated by districts of less than minimum size and less than average wealth for their type.** Statewide, only 6.3% of the state's public school pupils attend such schools. (See Appendix Exhibit F for a listing of undersize and wealth districts by county and Exhibit G for the summary of size-wealth status of Illinois school districts by county.)

Taxes and Local Education

Of the estimated $2.8 billion to be spent by Illinois governments at all levels for the support of public education during the 1972-73 school

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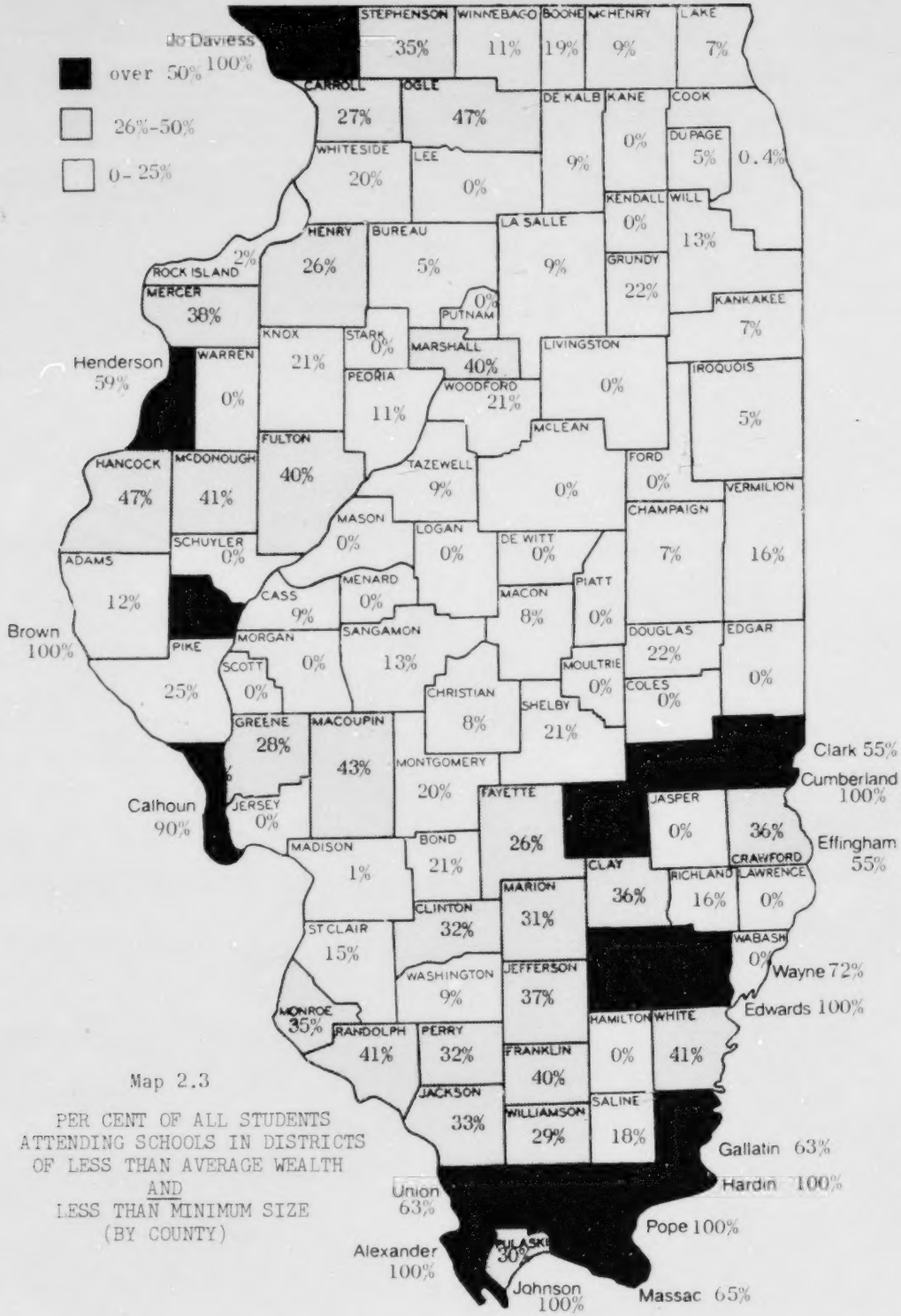
*Two mean enrollments for unit districts have been computed and entered on Figure 2.9. The solid line indicates the mean unit enrollment of 3,393 pupils which includes 573,000 students of Chicago School District #299. The dotted line indicates the mean unit enrollment of 2,082 students which excludes the enrollment of Chicago's unit school system.

** The identification of undersize and underwealth districts was made as follows: districts which enrolled fewer than the minimum enrollment for their type were noted. Districts which had an assessed valuation per pupil less than the state mean assessed valuation per pupil for their type were also noted. If a district met both these size and wealth criteria, its total enrollment was noted and added to that of other districts in the same county which were similarly marked. This total was then compared to that county's total enrollment. The resulting percentage figure was then entered on Map 2.3. Enrollment totals for districts which had fewer than the minimum enrollment for its type, but which were of average or above-average wealth were not included in the computation of this percentage, nor were enrollment totals from districts which fell below the statewide mean assessed valuation per pupil for their type but which met minimum enrollment standards.



Map 2.3

PER CENT OF ALL STUDENTS ATTENDING SCHOOLS IN DISTRICTS OF LESS THAN AVERAGE WEALTH AND LESS THAN MINIMUM SIZE (BY COUNTY)

year, approximately $1.7 billion (or 61%) will be supplied from local school revenue sources such as fees, gifts, tuition, and real and personal property taxes. Of these various revenue sources, real and personal property taxes provide an overwhelming proportion of local money spent on education.

The nature and extent of local districts' financial resources is a critical factor in determining the financial health of local schools. Assessed valuation per pupil by itself is little more than a measure of a district's potential financial strength. Just as important as the amount of taxable wealth available to a district is the proportion of that wealth the district's residents are willing to devote to the support of local education. This local commitment to education is measured by the rate at which residents tax their real property for education.

Illinois school districts may levy a total of fourteen separate taxes on property to support local schools. The most important of these are taxes levied to supply the Educational Fund (out of which basic instructional costs are paid), the Operations, Building, and Maintenance Fund (out of which the costs of operating and maintaining the district's physical plant are paid), and the Transportation Fund (with which the costs of buses, drivers, and related expenses are paid).

Other funds for which local taxes may be levied include: the Capital Improvements Fund, Summer School Fund, Bond and Interest Fund, Fire Prevention and Safety Fund, Special Education Building Fund, and Area Vocational Education Building Fund. (See Appendix Exhibit H for a listing of levies for education allowed under current law.)

The sum of these levies constitutes a district's total tax rate for education. The total tax rate is determined by factors other than the level of local commitment to education. Several of the taxes levied for special purposes (such as the levy for the support of summer school programs) are not mandatory; local districts may or may not exercise these specific taxing powers at their discretion according to their assessment of local need. The State of Illinois also has set statutory maximum limits on the extent to which a district may tax to provide for any of the fourteen educational funds established by the School Code. These taxing limits differ for unit and dual districts, and differences in total tax rate between districts of different organizational type are frequently the result of such statutory limitations. (See Appendix Exhibit H.)

A unit district, for example, is allowed to tax a maximum rate of 1.600% without referendum approval for the support of the Educational Fund; with such voter approval, the allowable maximum tax rate is increased to 4.000%. Elementary and secondary districts, however, may not tax property at more than 0.9200% <u>each</u> for the Educational Fund without referendum approval, nor more than 3.000% with such approval.

The rate at which districts must tax themselves in order to qualify for state school aid also differs for districts of different organizational type. This "qualifying rate" is 0.90% for elementary and secondary districts of less than 100 weighted average daily attendance; the qualifying rate for those of over 100 weighted average daily attendance is 0.84%. Residents of a community served by an elementary district and a secondary district with identical boundaries and both with weighted average daily attendance in excess of 100 would thus pay a total tax of 1.68% for the support of a

combined K-12 school program if both districts taxed at the qualifying rate established for their district type. Under a unit district of equal size, residents would pay a total tax of only 1.08% in order to qualify for state school aid. This differential in qualifying tax rates between unit and dual districts was incorporated into Illinois school law in 1947, and was intended as a financial incentive for local dual districts to reorganize into community unit districts.

Total tax rates for education range from a low of 0.4362% to a high of 3.7720%, depending on a district's organizational type, the amount of taxable wealth available for the support of local schools, and the extent of a district's total levies for education.

State Aid to Local Districts

The Illinois public school system represents a large financial investment. It is estimated that over 2.8 billion dollars will be spent by Illinois governments at all levels for the support of common schools during the 1972-73 school year. Of this total, approximately 1.2 billion dollars will be provided by the State of Illinois. A glance at Figure 2.10 indicates the portion of the state's budget which goes for the support of the public schools. Illinois' per capita state expenditures for all education (including higher education) of $140.75 ranks 38th out of the nation's 50 states.

State funds to aid local education are appropriated by the General Assembly. The bulk of state aid funds are apportioned to local districts from the Common School Fund supplied by legislative appropriation from the General Revenue Fund. Additional aid to school districts is provided

Figure 2.10

Allocation of State Resources
Fiscal 1973
(In Millions of Dollars)

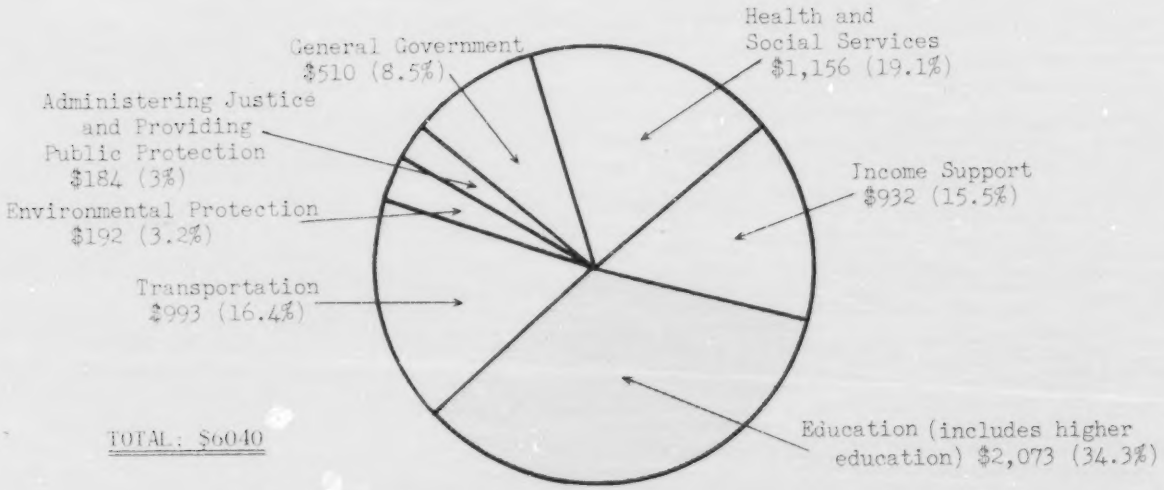
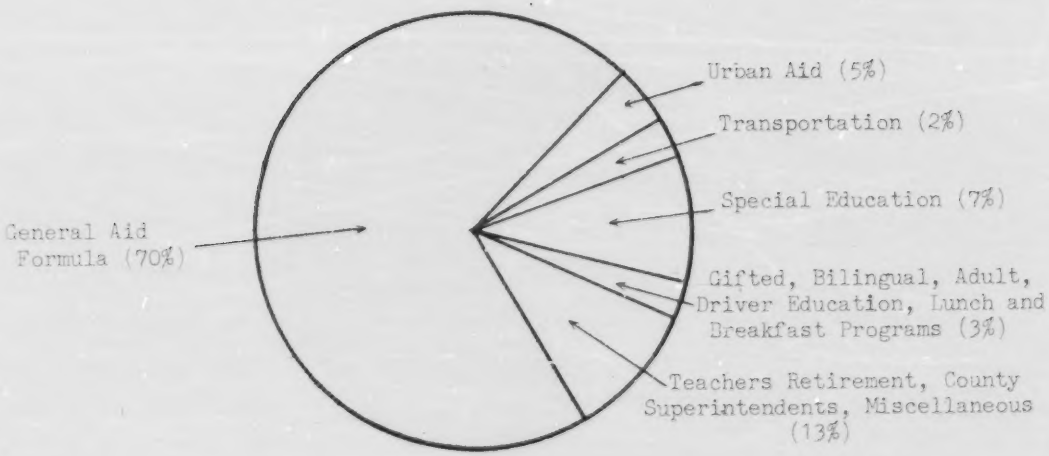


Figure 2.11

Distribution of State Aid Dollar
1972-1973



Source: State of Illinois Appropriations Book for Fiscal 1973

through various categorical aids funded out of the General Revenue Fund or Driver Education Fund. Figure 2.11 illustrates the distribution of the state school aid dollar.

Illinois school districts which meet minimum eligibility standards are eligible for state school aid from the Common School Fund. (See Appendix Exhibit I for details of the state aid formula and eligibility requirements.) General state aid is of two basic types. The first type of aid is the flat grant. Flat grants are awarded on a per capita basis without regard to a district's financial need. At present, Illinois allots $48 per pupil in flat grants. (In computing state aid, the number of pupils in a district is determined by its best six months' average daily attendance, with all students in Grades 9-12 weighted by 1.25 to allow for the generally higher costs of providing the personnel, facilities, and services required by high school programs.)

The second basic type of state school aid is the equalization grant. Equalization grants are intended to help provide at least a minimum school program for all Illinois students. The General Assembly decides what level of financial support is required to provide this minimum program. This basic support level is called the "foundation level," and currently stands at $520 per weighted average daily attendance (WADA) pupil. If a district's combined resources from local revenues and flat grant state aid fall short of the $520 per WADA pupil foundation level, a state equalization grant is allotted to supplement those resources until the foundation level of support is attained.

Illinois districts must tax local property at the minimum qualifying rate established for their district type in order to qualify for general

state aid. Every district is entitled to spend whatever additional revenues it is able to generate by levying local taxes in excess of the qualifying rate.

A district's basic wealth and total tax rate for education (and to a lesser extent state aid) are the principal factors determining a district's level of per pupil financial expenditure. Wide differences in basic wealth and taxing practices among districts result in equally wide disparities in spending for education at the local level. An example will serve to illustrate the relationship between local districts' tax rate and assessed valuation per pupil and the amounts of money generated for the support of local schools. An elementary district in Southern Illinois has an assessed valuation per pupil of $355,386. Residents of that district are taxed for education at a total rate of 0.4362%. Another elementary district, this one located in suburban Cook County, has a more modest assessed valuation per pupil of $23,159. Their total tax rate for education amounts to 3.7720%.

The wealth of the first district is roughly fifteen times that of the second district, while its total tax rate is only one-ninth the rate paid by property owners in the second district. The wealthier district is still able to generate some $1,550 per pupil in local school tax revenues. The poorer district, even though it taxes itself almost nine times as heavily, is able to raise only $873 per pupil, or roughly 56% the amount of money the wealthier district is able to raise with a considerably lower tax rate.

	AVPP		Total Tax		Local School Revenue Produced
District 1	$355,386	X	0.4362%	=	$1,550 per pupil
District 2	$ 23,159	X	3.7720%	=	$ 873 per pupil

State flat grant aid, which is awarded without regard to districts' financial need, does nothing to reduce the gap in spendable funds caused by such basic differences in wealth. State equalization aid is intended to eliminate such financial inequities, but does so only to the $520 per pupil limit established by the General Assembly as the foundation level. The state aid formula is designed to maintain a minimum level of support for each Illinois student--there is no maximum limit on how much money a district may spend per child. Many wealthy school districts are able to spend considerably more than the foundation level amount per pupil. Furthermore, many of these districts (such as the elementary district cited above) are able to raise such money with a lower tax rate than that levied by other districts with an equal desire to provide quality education but which have significantly smaller amounts of taxable wealth upon which to draw for the support of schools.

The ability of a school district to generate local funds for the support of schools is measured by an "effort index." Generally speaking, effort indices indicate the degree to which district residents must tax local property to produce adequate amounts of local school revenue. Districts with a high assessed valuation per pupil are generally able to maintain a given level of school support with a lower tax rate, or less "effort," than districts with less taxable wealth per pupil available for school support. (See Appendix Exhibit A, "Enrollment and Finance Data for Illinois School Districts" for ranking of district effort indices.)

The current operating expense per pupil (OEPP) is a useful index of the amount of money a district is spending for the education of each of its pupils. The disparities in wealth among districts noted in previous pages

are evident in the differences among districts in operating expense. Illinois school district expenditures range from $2,547 to $507 per pupil. As districts' wealth (as measured in AVPP) increases, their average per pupil expenditures increase; however, as districts' wealth increases, their average total tax rates decrease. (See Figure 2.12.) In short, wealthy districts are able to provide more money per pupil for local education with a lower total tax rate than districts with lesser amounts of taxable wealth. (See Appendix Exhibit A, "Enrollment and Finance Data for Illinois School Districts," for a listing of each district's operating expense per pupil.)

Size and Operating Costs

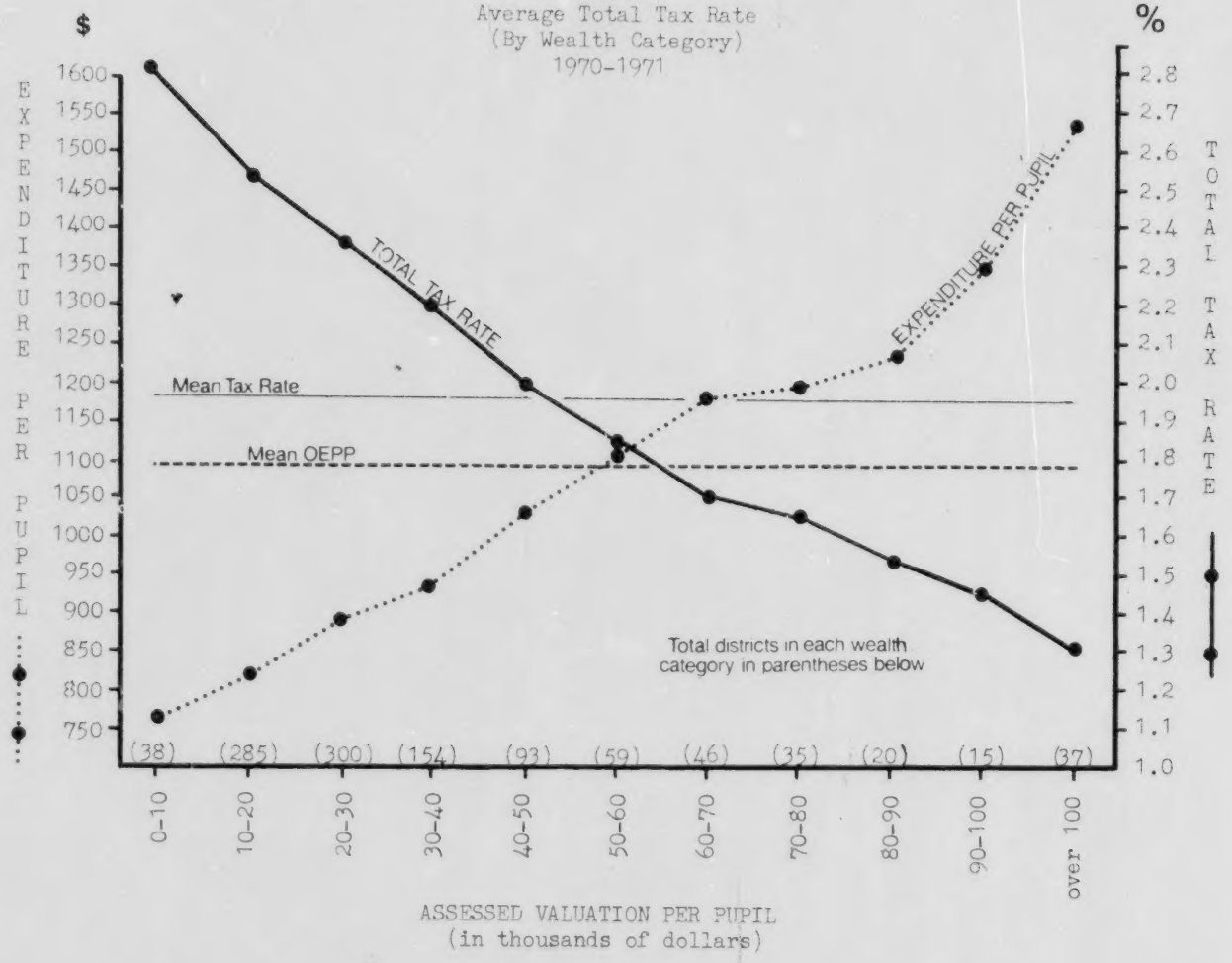
The relationship between school district size and operating costs has been the topic of extensive study. The literature on the subject is vast, and uniformly suggests that, for the number of pupils served and the scope of program offered, small school districts are more expensive to operate and maintain than larger districts.

The largest single component of school costs is operating costs. Operating costs include expenses for instructional salaries, materials, equipment, and assorted administrative costs (including administrators' salaries).

School district size has a decided effect on the amount of money a district spends per pupil on instructional costs which in turn is assumed to have an effect on the potential quality of a district's program. A recent study conducted by the Division of Research, Planning and Development of the Office of the Superintendent of Public Instruction in Springfield makes the following points:

Figure 2.12

Average Operating Expense Per Pupil
and
Average Total Tax Rate
(By Wealth Category)
1970-1971



> "In both elementary and high school districts, with the exception of one size group in each case, the larger the district, the higher the current operating expense per average daily attendance per pupil." [29]

The report explains that the nearly constant increase in operating expense per average daily attendance (ADA) that accompanies increases in size of both elementary and secondary districts is the result of several factors. These factors include:

1. Larger districts generally provide a wider range of instructional opportunities and related resources.

2. Teachers and administrators are generally paid at a higher rate in larger districts.

3. Certified personnel in larger districts tend to have both more advanced degrees and greater longevity than their counterparts in small districts. As a result, these people are farther advanced up the salary schedule, which results in higher average salaries.

4. The demands made upon larger districts, particularly those situated in densely populated areas, require more (and more expensive) educational resources.

On the subject of administrative costs, the report states:

> "In elementary and high school (and unit) districts, the larger the district, the lower the cost for both administrative salaries and total administration per average daily attendance. (There is one significant variation.)" [30]

Administrative costs per pupil decline as district sizes increase because the number of administrative personnel does not increase in proportion to the increase in the number of children served. For example: the per pupil administrative costs of a district enrolling 1,000 students do not total ten times the per pupil administrative costs of a district enrolling only 100 students.

Among unit districts the situation is similar. Current operating costs per average daily attendance decline with increased size to a point,

then increase. The report notes apparent diseconomies when districts of any type reach an upper size limit (approximately 10,000 average daily attendance). The probable cause of such increased costs per average daily attendance in the larger districts (which tend to be located in heavily metropolitan areas of the state) is: (1) the increased demands for services, personnel, and facilities placed upon the urban schools; and (2) the inevitable inefficiency and waste that plagues the administration of any organization of such size and scope.

These conclusions are echoed in the report of the Great Plains School District Reorganization Project (Lincoln, Nebraska, 1968). On the subject of the administrative costs of school districts, the report cites "A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota" by Richard Manatt and Anton Netusil of Iowa State University, which states:

> "As district enrollments drop, per pupil costs for central administration excluding costs of administering attendance units, increase rapidly.
>
> Large districts spend more for special services than for supervision, and a still smaller amount for general administration.
>
> Median sized school districts spend more dollars for general administration than for special services or educational supervisors.
>
> Smaller districts of each state spend almost nothing for special services; a portion of the administrator's time is devoted to teaching.
>
> Per capita expenditures for both general administration and total central administration vary inversely with district enrollment.
>
> Small and median sized districts do not have the services of educational supervisors or personnel assigned to special services.
>
> Districts with 10,000 or more students spend more money for supervision and special services than for general administration.

> Districts of median and smaller size schools spend most of their total administrative budget on superintendents, assistants, and secretaries."[31]

Dual districts as a rule tend to be more expensive to operate than unit districts of equivalent size because of the duplication of assorted administrative costs such as superintendents' salaries, bookkeeping and purchasing operations, and physical plant maintenance. Cesar M. Sabulao and Alan Hickrod, for example, in a 1971 study entitled "Optimum Size of School Districts Relative to Selected Costs," conclude that:

> "The contention that it will be more economical to operate a unit district than to operate elementary and secondary school districts of comparable size to the unit district was verified provided that the size of the unit district is at that level where the least-cost-combination of the unit district is less than those of the dual elementary and secondary districts combined. This enrollment level for the unit district in Illinois was 1,500 ADA. As enrollment size increases from this level, estimates of per pupil cost for the unit district become consistently less when compared with estimates for the elementary and secondary districts of comparable size to the unit district."[32]

SUMMARY

Illinois presently has more school districts than most other states of similar size and population. Although Illinois school districts show a considerable range of sizes (the largest district in the state is more than 30,000 times the size of the smallest), many districts are considered overly small by most standards. A total of 63% of all districts fall below the enrollment minimums outlined on pages 26 and 27 of this report. Statewide, 47% of all Illinois public school students attend schools operated by districts of less than minimum size for their type.

Illinois school districts display a wide range of wealth as well as of size. The assessed valuation per pupil of the state's wealthiest district, for example, is over 100 times that of the poorest. Fifty-eight

per cent (58%) of all districts are of below average wealth for their type. In the state as a whole, 67% of all students attend schools operated by districts of less than average wealth for their type. Of the state's 1,084 operating school districts, 339 or 31% fail to meet both minimum size and average wealth criteria.

Illinois school districts tax local property at widely varying rates for the support of local education. Illinois residents tax local property from 0.4362% to 3.7720% for education, depending on such factors as the taxable wealth per pupil available to the district, the district type, and the nature and extent of the district's total levies for education.

Differences in districts' wealth and tax rates frequently result in corresponding wide differences in the amount of money districts are able to generate for the support of schools. For example: if both the state's wealthiest and its poorest districts were to tax local property at an identical rate, the total local revenue thus raised by the wealthy district would amount to more than one hundred times the revenue produced by the poor district.

Current state aid formulas do not fully rectify the disparities in spending per pupil caused by such differences in the local ability to generate money for school support. The amount of money Illinois school districts spend per pupil per year ranges from $500 to $2,500. Districts with assessed valuations per pupil significantly higher than the statewide average tend to spend more money per pupil for school facilities, personnel, and materials than do districts with lesser amounts of taxable wealth. Furthermore, residents of these wealthier districts are able to provide broader financial support for their schools with less effort than that required by residents of poorer districts.

Research evidence from a variety of sources indicates that, as a rule, the per pupil costs for small school districts of any type are higher than larger districts. Recent studies such as Hickrod and Sabulao's "Optimum School District Size Related to Selected Costs" cited in this chapter suggest that unit districts operate at a lower per pupil cost than dual districts of equivalent size. Such research evidence, however, is not conclusive.

CHAPTER III

QUALITY EDUCATION

"Quality education" eludes precise definition. It may be defined in the abstract, using as a framework the findings of research in such fields as philosophy, psychology, and sociology. On a more concrete level, it may be defined in terms of the operational characteristics of the schools within which education takes place. Quality education also may be defined in terms of its social function as the means by which young people are prepared for the future responsibilities of citizenship, parenthood, and a career. Quality education, then, continues to mean many different things to many different people. Since it would be impossible to resolve this controversy within the limitations of this report, the report will deal only with the concrete operational aspects of the public schools as they relate to quality education.

Even this relatively uncomplicated approach poses problems for researchers. What constitutes quality education in one circumstance, for example, may be inappropriate or irrelevant in a different circumstance. It cannot be said with any certainty just how many course units of English or how many square feet of auditorium space a given school must have to provide its students with quality education. The many variables of history, geography, economics, politics, and community aspirations which together determine the quality of education in a given locale are too numerous, and their interrelationships too complex, to permit easy definition. As a

result, a quality program is best shaped not by the rigid standards of some hypothetical textbook ideal, but by the unique aptitudes and aspirations of the children it is intended to serve.

There are, however, several broad aspects of "quality education" which are widely accepted as legitimate, and which have been incorporated into a general statement of desirable educational objectives. The Office of the Superintendent of Public Instruction (OSPI) has involved its staff, educators in the field, and concerned citizens throughout the state in the development of Action Goals for the Seventies, which, if achieved, will result in quality education.

These goals are:

1. The educational system must provide opportunities which help students master the basic skills of reading, communication, computation, and problem solving.

2. The educational system must provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning.

3. The educational system must foster a feeling of adequacy and self-worth on the part of the students.

4. The educational system must provide opportunities for students to express the full extent of their creativity.

5. The educational system must provide experiences which help students adapt to a world of change.

6. The educational system must provide an environment which brings about appreciation for and positive attitudes toward persons and cultures different from one's own.

7. The educational system must provide equal educational opportunities for all.

8. The educational system must provide every student with opportunities in training for the world of work.

9. The educational system must provide experiences which result in habits and attitudes associated with citizenship responsibilities.

These Action Goals serve as the standard against which some of the more elusive aspects of quality may be defined and measured.

By pointing to these Action Goals as guideposts, the task of finding the exact combination of facilities, materials, and personnel that best meets the unique educational needs of their community can be left to educators and local citizens.

What follows is a list of broad topics relating to the organization, financing, staffing, and evaluation of educational programs and services. An examination of school programs based on these considerations may be used to determine the excellence of such programs and to assess the financial status of school districts according to type. These evaluative considerations include (but are not limited to) the following:

1. Scope of program
2. Nature of educational services
3. Success of students
4. Administrative, supervisory, and instructional staff
5. Facilities and materials
6. Economic strength
7. Community factors
8. Equal educational opportunity
9. Administration

SCOPE OF PROGRAM

The task before the public school is enormous. It must take students of widely divergent backgrounds, interests, and abilities and help equip them for the varied responsibilities of citizenship, parenthood, and a career. To do this requires that the public school provide its students with programs and services ranging from instruction in basic reading and mathematical skills to career counseling. Any evaluation of the appropriateness and effectiveness of a school's overall program should be based upon the following considerations:

1. Basic curriculum content
2. Enrichment programs
3. Remedial programs
4. Education in Contemporary issues
5. Flexibility in schedule
6. Individualized study opportunities
7. Opportunities for creativity for staff and students
8. Use of community resources for instructional purposes
9. Planned procedures for change
10. Awareness of ethnic diversity

EDUCATIONAL SERVICES

The scope of public education has expanded considerably beyond instruction in the "Three R's." Today a quality education program offers its students a wide range of noninstructional services whose ultimate purpose is the enhancement of the learning potential of each student. Such an educational services program should not be developed piecemeal, but should

stem from a comprehensive services plan which takes into account the full spectrum of student services needs. Care should be taken to insure that such services as are offered are appropriate to the need, and that the scope and objectives of such programs be clearly defined. Students and staff alike should be made fully aware of the availability of such services, as should the community at large.

Any evaluation of the appropriateness and effectiveness of educational services programs should be based on these considerations:

1. Qualifications of administrative staff
2. Qualifications of teaching staff
3. Range of pupil personnel services
4. Adequacy of physical plan (in terms of programs)
5. Flexibility of building
6. Transportation
7. Use of aides
8. Use of clerks
9. Use of student leaders
10. Use of teacher talent
11. Financial support
12. Opportunity for student self-expression
13. Philosophy
14. Objectives

SUCCESS OF STUDENTS

The success of the schools is best judged by the success of the students who attend them. One of the strongest nationwide trends currently affecting education is the demand by taxpayers that education dollars produce measurable

education outcomes. Student success, as measured in academic, vocational, and social terms, is the final measure of the quality, scope, and relevance of a school's program.

Many teachers and administrators, however, feel strongly that assessment should not mean simply standardized testing, nor should the results of such assessments be used as a bludgeon against professional personnel.

Pupil performance evaluation should be based on the following considerations:

1. Achievement levels in school
2. Activities pursued
3. Attrition
4. Types of careers followed
5. Social development
6. Nature and range of nonacademic interests
7. Nature and range of academic interests

STAFF

The school staff lies at the heart of the educational process. The importance of the administrative, supervisory, and instructional staff of the schools makes it imperative that close attention be paid to their selection and their function within the system. Evaluation of overall staff capability and performance requires a careful examination based upon the following considerations.

1. Credentials
2. Continuing education
3. Adaptability

4. Sensitivity to needs of others
5. Willingness to experiment
6. Involvement with professional organizations
7. Professional accomplishments
8. Rapport with students
9. Rapport with staff
10. Willingness to accept criticism
11. Policies and rules relating to staff performance
12. Communication skills

FACILITIES AND MATERIALS

School facilities and materials include the buildings, the indoor and outdoor spaces, and the equipment with which the activities and programs of the school are carried out. Thus the quality of the facilities and materials is directly and inseparably related to the quality of a school system's programs. Evaluation of school facilities and materials should be based upon these considerations:

1. Suitability for program
2. Adequacy for program
3. Flexibility in use
4. Comfort
5. Safety
6. Harmony with surroundings
7. Economy of maintenance and use
8. Convenience of location
9. Accessibility
10. Provisions for long-range planning

SIZE AND ECONOMY

A school district should be able to support financially the kind of educational program implied by the state's constitutional mandate, which calls for the state to "provide for an efficient system of high quality public educational institutions and services." Each administrative district should have sufficient enrollment and financial resources to make possible the establishment and maintenance of these kinds of quality educational institutions and services.

Enrollment

All territory in the State of Illinois should be organized into local districts to include a pupil population sufficiently large to make it possible to provide an educational program which meets--with quality, efficiency, and economy--the present and probable future educational needs of all elementary and secondary school children and youth in the district. A comprehensive enrollment profile includes data on these points:

1. Total district enrollment
2. Teacher-student ratio
3. Attendance center enrollment
4. Enrollment per grade
5. Enrollment per square mile

Finances

Any evaluation of the financial and enrollment status should be based upon the following considerations:

1. Assessed valuation
2. Assessed valuation per pupil

3. Per capita personal income
4. Operating expenses per pupil
5. Per capita tuition charges
6. Local, state, and federal revenue shares
7. Tax rates
8. Tax rate per assessed valuation index
9. Teacher salary differentials
10. Bonded indebtedness

COMMUNITY FACTORS

The schools cannot exist apart from the community they serve. The fate of one is inextricably linked with the fate of the other. If the relationship between the community and its schools is a close one, in which each party shares the trust and confidence of the other, the schools and the community will thrive. It is the responsibility of all citizens concerned about the quality of public education to establish that kind of relationship.

An evaluation of the effect community factors have on the quality of local education should be based upon these considerations:

1. School-community relations (formal and informal)
2. Use of community facilities for school activities
3. Expansion of school program beyond school building
4. Participation in community affairs
5. Alumni relations
6. Out-of-school work programs
7. Service of complaints from public

8. Types of contacts between school and community
9. Awareness of community values
10. Awareness of local power structure
11. Use of community leaders

EQUAL EDUCATIONAL OPPORTUNITY

It is the responsibility of the state to ensure that every child in Illinois is afforded an equal opportunity for a quality education. Discrimination may be the product of racial bias, language differences, financial disparities, or cultural conflicts. To the extent that if discrimination is allowed to impede the full educational development of a child, Illinois education has failed to fulfill its constitutional mandate. Schools and school districts should therefore undertake to end discrimination in all its forms. Evaluation of the extent to which equal educational opportunities are being provided should be based on these considerations:

1. Racial integration
2. Funding levels among attendance centers
3. Instruction for non-English-speaking students
4. Programs for exceptional children

ADMINISTRATION

Through the leadership of the administrative staff, the goals and educational guidelines of each administrative district should be clearly established by the Board of Education and other policy making personnel. It then becomes the responsibility of the administrative staff to organize the available staff, material, and financial resources in the most efficient and effective manner to accomplish these goals. Evaluations of administrative leadership should be based on the following considerations:

1. Size of administrative staff
2. Rules and policies
3. Management
4. Articulation with other schools
5. In-service training

CHAPTER IV

OPPORTUNITIES FOR EXCELLENCE

A SURVEY OF SELECTED ILLINOIS SCHOOL DISTRICTS

A representative sample of Illinois school districts was surveyed during the month of December 1972. This survey, undertaken at the direction of Senate Bill 1556, was intended to aid the Committee on School District Organization in its assessment of the organization and structure of Illinois public schools as it relates to quality education.

The survey sample was comprised of a total of fifty-nine school districts selected by the Division of Research, Planning and Development of the Office of the Superintendent of Public Instruction in Springfield as being representative of all Illinois districts in terms of type, size, wealth, and geographic location. (See Appendix Exhibit J for a list of districts included in the survey sample and Appendix K for the map showing the distribution of those districts.) Districts were surveyed by professional educators selected for the task by survey personnel. The survey itself took the form of intensive interviews with district superintendents and other professional personnel. Inquiries were directed toward the collection of a wide range of information relating to the many facets of school district operations. Discussions ranged over such topics as the nature and extent of basic curricula, the types of enrichment programs offered, the nature and number of special services provided, the range of extracurricular offerings, the professional qualifications of district staff at all

levels, the adequacy of physical facilities, and the status of school-community relations. Hundreds of items of information about the operation of each district were thus assembled and delivered to survey personnel for analysis and review.

Interview techniques such as that used in the course of this survey cannot measure the more elusive aspects of quality in education. The survey does, however, paint a vivid picture of the range of learning opportunities available to Illinois children in the public schools.

An examination of the overall nature and extent of these opportunities in light of the Action Goals provides a useful index of how closely Illinois schools, in their present form at least, approach the ideal of a quality education for every child in the state.

SURVEY RESULTS

Curriculum

The nature and scope of the basic curriculum varies little from district to district throughout the survey. Fifty-five districts offer a program of basic instruction typical for their size and district type. Generally speaking, courses in the major disciplines of English, mathematics, science, and social studies are limited to basics--there is little course depth in any of the areas. Foreign language is rarely found at any level of instruction, opportunities for instruction in music and art are minimal, and vocational training opportunities are limited. Courses dealing with such contemporary concerns as consumer education or ecology are rare.

There are exceptions to the rule. A few small rural school districts, for example, whose overall curriculum is little more than adequate, offer programs in agriculture, business, or home economics which are unusually extensive for their size. Isolated cases such as these, however, reflect educational priorities peculiar to a particular region, and do not accurately represent the range of the districts' curriculum as a whole.

Without exception, the half-dozen districts in the sample which offer their students a wide range of basic curricular offerings are large for their type and are situated in the predominantly metropolitan areas of the state. Separate course offerings in each of several major subject areas are well-developed, and together span the breadth of each discipline. Opportunities for instruction in vocation and business skills are typically numerous and varied in such districts, as are courses in music, art, and foreign language. In addition, such districts provide instruction in such subjects as consumer education, drug education, and career education.

All the districts surveyed keep course offerings current and up-to-date. Larger districts, regardless of type, make a practice of reviewing course texts, instructional materials, and content periodically. In smaller districts, the review of curricular offerings is primarily the responsibility of individual teachers, who recommend whatever revision they deem necessary to their superintendent and/or principal.

In some cases, such review is undertaken prior to the start of each new academic year; in others, curriculum review is done at intervals of two, three, or four years. Not one of the sample districts updates its curricular offerings less often than once every five years.

The basic curriculum staff of only twelve of the fifty-nine districts

surveyed operate under any kind of formal organizational structure such as curriculum departments or committees. As might be expected, ten of these twelve districts have large enrollments for their type, since small school districts with few staff have little need for such formal arrangements. In the balance of the sample districts, decisions on the structure and organization of the basic curriculum are the result of informal personal contact between teachers and superintendent.

Few of the sample districts show evidence of a well-developed program of enrichment offerings which might complement and enhance the basic curriculum. The twelve districts which do offer something out of the ordinary typically limit access to such enrichment programs to gifted students only. Notable exceptions to the rule include: an elementary district which enrolls fewer than one hundred pupils which employs an outside consultant who provides the district's older students with instruction in creative writing and ecology; a large elementary district which offers a special "world of work" program to students from poverty families; a large suburban high school district which offers an extensive art and drama program; and a small rural unit district which offers its students a broad selection of mini-courses plus release time from regular classes for individual study. Extracurricular programs offered by the sample districts vary little in nature, regardless of the districts' size, type, or location. (Larger districts have a wider range of such activities chiefly because their larger enrollments make a wider range of such activities possible.) Typical extracurricular activities include: clubs (FFA, GAA, service clubs, etc.), recreational activities (intermural and intramural athletics, gymnastics, etc.), and music (choir, band, etc.).

The nature and availability of formal remedial education programs varies widely from district to district throughout the survey sample. Of the fifty-nine districts surveyed, for example, only seventeen offer some kind of remedial reading program at some level of their instructional program. Only nine districts provide students with an opportunity for remedial instruction in mathematics. A scattering of districts offer programs for the educable mentally handicapped, the trainable mentally handicapped, and those with learning disabilities. Some additional services such as speech therapy are provided, but the incidence of such programs is low. Eight districts make use of Federal Title I monies to provide remedial instruction. Five of the sample districts do not offer remedial education of any kind at any level.

Thirty-two districts provide some kind of remedial education personnel. In the larger districts, such personnel are often full-time professionals; in others, the in-house remedial education staff may consist of a regular teacher who devotes a few hours per week to remedial education (in one small elementary district, for example, the art teacher is available during study-halls for such duty).

Formal provisions for individualized study are limited, regardless of districts' size or type. Those programs which are offered are typically limited to the gifted student only. Exceptions to the rule are the larger districts, particularly those located in or near major metropolitan centers. One large elementary district in the Chicago area, for example, offers a program of individualized reading instruction in Grades one through eight. Junior high school students in the same district have the option of contracting with individual instructors for independent study. Similar

programs are offered in two large high school districts, one of which also provides its students access to a well-equipped learning resource center. In nearly all cases, learning in the sample districts is accomplished in the classroom under the direct supervision of the teacher as part of the usual classroom routine.

The range of opportunities for the expression of student creativity is similarly limited throughout the survey sample. Outside of the limited creative outlets available in the course of routine classroom work, the expression of student creativity is confined to assorted public displays of art work and occasional science fairs and competitions. Programs such as those offered by a small Central Illinois elementary district, which offers pupils the chance to write and produce original dramas, or the large suburban elementary district which gives seventh and eighth graders the opportunity to produce their own television programs, are rare.

With the exception of elementary level activities scheduled by teachers in self-contained classrooms, sample districts use the traditional schedule which divides the school day into equal length periods of forty-five to sixty-minute duration. Some minor variations are evident, such as one district's limited use of modular scheduling, but in the main daily activity schedules show little flexibility beyond adjustments made for such activities as science labs or industrial arts shops.

Instructional Materials

The bulk of the districts surveyed have procedures for the periodic review and revision of textbooks and other instructional materials.

In most cases these procedures are extremely informal--in many of the smaller districts, individual teachers are given the responsibility of deciding when and how such materials are to be updated. In no case is such review undertaken less often than every four to five years.

Seventeen of the districts surveyed (29%) do not have a full-time librarian. Many of the smaller districts do not have a central library facility, relying instead on collections of books stored in individual classrooms. The situation is complicated by the fact that most of these districts are located in small towns or rural areas, where most pupils do not have easy access to the resources of a city library. (Thirteen of these districts are small and four are large).

Few of the surveyed districts have a well-developed collection of nonprint instructional materials such as films and recordings. Such materials are usually expensive to purchase, and further require the purchase of equally expensive projection and play-back equipment. Districts which cannot justify a sizable investment in nonprint materials sometimes take advantage of county or regional film cooperatives. By pooling their limited financial resources, many small districts are thus able to gain at least temporary access to such instructional tools.

Staff

Overall staff qualifications in the sample districts are adequate in terms of minimum state standards. In no case is a district administrative staff less than fully certified, and the greatest majority of districts employ superintendents with at least a Masters' Degree. Supervisory and

instructional personnel on the average are fully certified. The incidence of nondegree certified teaching personnel is low, in no case amounting to more than a very small portion of the total staff.

Two sample districts are unusually well-staffed. One elementary district enrolling over six thousand students, supplements its regular teaching staff with fifty-two teacher aides, and seven out of every ten staff members of a secondary district which enrolls nearly two thousand students have a Master of Arts Degree. A small unit district includes three Ph.D.'s on its payroll, an unusually high number for a system of its size.

Eighteen sample districts have no policy regarding the upgrading of staff credentials. Of this number, fourteen are small for their type, the balance large. Four districts insist that personnel upgrade credentials periodically as a condition of continued employment (one large elementary district, for instance, requires that staff accumulate at least six credit hours toward a masters degree before tenure is granted). Incentives for upgrading are typically built into the salary schedules of the sample districts.

Opportunities for continuing education of staff at all levels is limited throughout the sample. Eight districts of the fifty-nine sampled provide their staff with financial assistance for continuing education. Such assistance takes the form of tuition payments, travel expenses for trips to conventions, workshops, etc. (of these eight districts, seven are large, one is small). The remainder of the districts rely upon the usual county and state workshops and institutes. Nearly every sample district cited their proximity to nearby colleges and universities as the principal opportunity for their staff's continuing education.

The level of staff involvement in professional organizations varies widely through the sample. The determining factor seems to be not size or type of district, but the attitude of the district board and superintendent toward such involvement. Many districts encourage membership in a variety of professional organizations, in some cases by paying membership dues for district staff members. The staff of such districts tend to have a relatively high level of involvement. Staff of districts which do not offer such financial or policy incentives tend to show little involvement in any but the most routine professional associations, committees, and organizations.

Administration

Six of the sample districts do not have a full-time superintendent. In such cases, the districts are small, and use the superintendent either as a teacher (as in the case of three small elementary districts whose superintendents teach half or full time every day) or as an attendance center principal. All other sample districts have at least a superintendent who devotes all of his time to district administrative duties. In many cases, this superintendent is responsible for the performance of practically all of the district's administrative functions, and serves as a one-man personnel director, academic planner, and public relations expert. As districts grow larger, superintendents are aided in their work by a variety of additional officers and assistants. Specialization in central administration does not occur until districts reach a considerable size (5,000-10,000 students), when budget officers, curriculum specialists or

coordinators and data processors can be used to maximum advantage.

All but three of the districts sampled have policy and rules statements which are clearly defined and in written form. (Such policy statements usually take the form of teachers' and parents' handbooks.)

Only eleven of the sample districts have any planned procedures for changes in organization or program. Responsibility for planning in such cases resides with academic councils, curriculum committees, or advisory committees operating under a superintendent or (in the case of large districts) an attendance center principal. The balance of the districts rely upon informal daily contact among various school personnel to exchange information and opinion, devise alternatives, and recommend any changes deemed advisable.

Procedures for articulation of program at all levels are limited. Articulation within attendance centers is accomplished by the usual means of faculty meetings, bulletins, and informal contact between teaching staff and district administrative officers. Articulation between attendance centers in the same district is accomplished in much the same manner--contact among staff is frequent, and covers a broad range of school operations.

Articulation between school districts, however, is much more infrequent and limited in scope. Contact between districts is often limited to meetings of county or regional special education cooperatives or vocational education centers. Dual districts which send or accept students from nearby districts meet on a regular basis (once or twice a month on the average). Routine articulation of program with nonschool agencies and organizations is practically nonexistent, with the exception of contact with nonschool participants in assorted vocational education programs.

Opportunities for the in-service training of district administrative personnel (including attendance center personnel) are limited. All districts rely on the county and state institutes and workshops cited previously. Beyond that, only two districts (both large suburban districts) offer any special in-service training program for district administrative personnel. In one case, for example, the district offers an eight-week course for attendance center principals and related staff taught by central administrators. In another, weekend in-service workshops for administrators are provided by the district.

Community Factors

Five of the districts sampled make no use of community resources in school programs. The remaining districts do to varying degrees. Typical ways in which community resources are used include recreational resources such as city parks and swimming facilities used as sites for physical education classes or competitive athletics and field trips to area nature preserves, lakes, and museums made as part of a wide range of course offerings. Many districts (particularly those which are small or financially limited) are not able to make full use of their community's resources. The number of field trips, for example, is limited in many districts by a lack of transportation facilities or money. A few districts make an extra effort to broaden the scope of school programs to include the community. One large unit district in the central part of the state provides each attendance center with its own budget for such activities. Another large unit district, this one in Southern Illinois, limits the use

of community resources only to the initiative of individual classroom teachers, who are encouraged to plan any activities they deem beneficial. A small elementary district in the East Central region of the state provides for ten field trips per year for the entire school in the immediate area, and another ten per year to more distant points of industrial, recreational, and historical interest.

The nature and frequency of community use of school resources also varies throughout the sample districts. One district notes no use at all, while another opens its buildings to the public five nights a week for a variety of activities. In general, school resources are used for recreational programs, club meetings, and limited adult and continuing education programs. The incidence of use typically increases in the case of rural and small town school districts, where school gyms and assembly rooms are often the only facilities of that size and nature in the area. In some such cases, the schools are focal points of community activity, serving as the meeting place of village boards of trustees, service clubs, dance groups, etc.

Twenty-five sample districts have no formal school programs conducted wholly or in part in the community (of this total, fifteen are small districts). The balance of the sampled districts do have programs, which are limited almost without exception to some kind of vocational training or work-study program which require the use and access to equipment or personnel not available in most school settings. Beyond these programs, districts of all sizes and types limit instruction to the classroom or school building.

Fifty-three of the sample districts have some kind of formal community

relations program. In nearly all cases, such programs are limited in scope, typically amounting to little more than regular press releases issued by the superintendent to area newspapers and radio or TV stations. A scattering of larger districts publish a regular newsletter which is mailed or delivered to parents detailing school activities, changes or proposed changes in school programs, additions to the staff, etc. One large high school district provides a speakers' bureau and news coordinator for each attendance center. Nine of the sample districts have no community relations program of any kind; seven of these districts are small for their type.

Complaints from the community are handled in a variety of ways by the districts sampled. In many of the smaller districts, the superintendent and board members are known personally to large numbers of local citizens. Contact with school personnel is frequent and informal, and provides many opportunities for the expression of grievances. In such cases, formal procedures for the handling of complaints are unnecessary and superintendents and board members usually handle such problems personally. This kind of personal service is impossible in larger districts. In these cases, complaints are referred to the lowest administrative level possible as a matter of policy, where they are processed through the administrative chain of command until they are resolved to the satisfaction of those involved.

Opportunities for two-way communication between school district personnel and the public at large are limited throughout the survey sample. Such opportunities are limited or nonexistent in eleven of the sample districts. Most small districts cite the frequency of formal and informal contact with school personnel as opportunities for such communications.

In six of the sample's larger districts, where such person-to-person contact is difficult, an assortment of formal mechanisms to facilitate two-way communications have been established. Such arrangements take the form of community school councils, parents' advisory committees, etc. In many cases, school-related organizations such as PTAs serve as the means by which communication is accomplished.

Educational Support Services

Thirty-eight of the districts sampled offer only those educational support services required by state law. District personnel in several cases noted that their services programs were limited by a lack of money with which to finance them--full-time speech correctionists, social workers, or health care personnel are expensive, and many districts simply cannot afford them. Twenty-one districts rely upon the part-time professional services made available through Special Education Cooperatives. A great many of these districts would find the support of their own remedial education programs financially impossible; membership in such county or regional cooperatives makes it possible for districts with limited financial resources to provide their pupils at least some special services of this type.

Only eleven of the districts sampled have any sort of diagnostic testing program to identify pupils suffering from physical, mental, or emotional learning handicaps. The remaining districts in the sample rely upon referrals by classroom teachers, school administrative staff, and occasionally parents in deciding upon the placement of such students.

Without exception, the sample districts provide transportation to those students living more than 1½ miles from school. Two districts offered special supplementary transportation service to kindergarten pupils and special education pupils, but the overwhelming majority provide bus service only to the extent required by law.

Only five of the sixty sample districts do not offer hot lunch to their students (of this number, four are small for their type, one large).

Twelve of the districts surveyed do not make any professional guidance personnel available to their pupils. (Eleven of these districts are small for their type.) A few of these districts do provide some kind of counseling, but it is handled on a limited part-time basis by regular classroom teachers, or (in the case of one district) by the superintendent. All other sample districts have at least one full-time guidance staff member. The ratio of guidance personnel to students in these districts is high.

Sixteen of the districts sampled rely upon occasional visits by county nurses or county health department personnel for the provision of basic health care for district pupils. The remaining districts provide their own health care personnel. Although most of these districts limit such personnel to a single full-time nurse, there are exceptions (such as the district which provides free dental care to all students who require it).

Fifty-one of the fifty-nine sample districts offer their students at least limited psychological counsel or diagnosis. In all cases these services are provided through special education cooperatives. A scattering of larger districts employ their own full-time social workers, vocational education diagnosticians or speech therapists, but such instances are rare. It is more common for districts to rely upon local social service

agencies or special education cooperatives to provide such additional support services.

Fifty-six of the districts surveyed have some type of periodic testing programs used to determine the scholastic achievement levels of district students. The exact nature and extent of these testing programs vary from district to district and tend to broaden as districts increase in size. Three of the sample districts have no testing program of any kind.

Eighteen of the sample districts list no follow-up data of any kind dealing with the scholastic achievement or job performance of former students. One large unit district in Southern Illinois undertakes a yearly follow-up study of vocational education students and periodic follow-up studies of the general student population. A large elementary district, also in Southern Illinois, maintains an extensive microfilm data file on all former students consisting of information collected from a wide variety of sources. A small elementary district in Central Illinois is near the end of a special five-year study of district graduates. Aside from these exceptions, follow-up data is limited to grade reports furnished to feeder elementary districts by secondary districts.

Students in the sample districts typically have limited input into the processes of curriculum development. Four sample districts offer students unusual opportunities to assist in the shaping of the curriculum. In one large metropolitan unit district, student opinion concerning curriculum is surveyed annually, and students serve on task force committees responsible for curriculum review. In a large unit district in Southern Illinois, students serve on an evaluation committee which reviews the district's courses of study. In a small unit district, students are allowed

to devise their own curriculum to an extent by petitioning individual instructors to offer mini-courses dealing with topics of student interest.

In a large suburban high school district, student opinion about the curriculum is surveyed annually, and students sit on committees responsible for the planning of the school curriculum. In all other cases, students' input is limited to informal suggestions to teachers and administrators or the slightly more formal means of recommendations from student councils.

The involvement of students in the development of disciplinary guidelines and procedures is also severely limited. If students are allowed input at all, it is limited to suggestions and requests made through student councils. Exceptions such as that of the large suburban high school district, which seats students as members of the committee responsible for the formulation of disciplinary rules, are rare.

School governance is almost exclusively the province of school personnel. Fifty-seven of the sample districts do not grant students an opportunity to formally participate in the process of school governance beyond the limited role played by student councils. Two large metropolitan districts are exceptions to this rule. One seats students on a joint faculty-student human relations commission. A second allows students representation on principals' advisory boards in the high schools, which make recommendations concerning school rules, curriculum development, social activities, etc.

Extracurricular activities are one facet of school life over which students exercise some control. Specific activities are commonly planned by the students in cooperation with a faculty advisor. In a few cases, student councils or other representative student groups are given the

opportunity to develop the schedule for speaker programs or special assemblies.

Facilities

An overwhelming majority of the districts surveyed operate with buildings and building sites which are at least adequate for the programs now in use. This is not to say that present facilities completely meet educational needs. Most districts are forced to operate in facilities which lack the flexibility which allows the accomodation of a wide variety of instructional and recreational activities under a single roof. Many districts lack facilities for specific types of activities such as workshops for industrial arts classes or science labs. Nearly all district facilities surveyed meet minimum comfort standards, and only 12% are not in total compliance with current Health and Safety Code requirements.

Facilities are generally considered to be conveniently located for use by both student and general populations, and nearly all are located on sites ample enough to provide sufficient space for a variety of school-related outdoor activities.

Generally speaking, most district facilities are adequate to meet the needs of the handicapped, although a few could use building space designed specially for the instruction of handicapped students.

Relatively few districts (12 or 20%) have a written long-range plan for meeting future facilities needs. Several of those districts which lack such a plan are situated in areas of static population growth, and do not foresee the need for expansion of their physical plant.

SUMMARY

The information collected in the course of the school district survey reveals a great deal about Illinois public schools. It is the common judgment of the survey consultants and staff that the basic curriculum offerings in most Illinois school districts are little more than adequate. The range of instructional programs rarely extends beyond the traditional offerings in English, science, mathematics, and social studies. The depth of course offerings within each of these broad subject areas is likewise limited. Enrichment programs which might supplement the basic curriculum are limited at best, particularly in the smaller districts sampled. The small enrollments of the sample's smaller districts make specialization of program difficult. The needs of students whose academic interests or abilities differ significantly from the average tend to be served badly or not at all. Districts of all sizes and types keep course materials and content reasonably up-to-date, but there is little evidence that most districts have been able to keep their curricula as current as their textbooks.

Remedial education programs are limited in number and scope, and few districts are able to meet the remedial education needs of all their students. Small districts in particular either find it difficult to fund a full range of remedial programs or do not have enough students to make such programs feasible. The result is a patchwork of inadequately staffed programs.

One of the stated aims of the Action Goals is the increased individualization of the education process, yet few of the districts sampled offered more than minimal opportunity for such individualized study. A scattering

of large metropolitan districts do offer such opportunities, but even here the chance to learn in anything but the traditional group-oriented classroom is limited to a handful of students.

The small teaching staffs typical of smaller districts make specialization of function within the staff impossible. The result is the frequent assignment of instructional personnel to tasks for which they are inadequately prepared by training or experience.

Although nearly every sample district encourages its staff to upgrade their credentials through continuing education (chiefly through salary incentives and tuition payments), few districts require it. Opportunities for continuing education are limited to extension courses offered by nearby colleges and universities--few districts have the resources to provide such opportunities.

The enrollment of most districts sampled is too small to justify the employment of more than a single central office administrator. Specialists in business management, curriculum development, etc., are beyond the reach of these small districts, and district superintendents typically perform all such duties unassisted. Significant specialization in the performance of district administrative functions does not occur until districts reach a size considerably larger than that maintained by the majority of Illinois school districts.

Less than a quarter of the districts sampled in the survey implement planned procedures for change. Articulation within and between attendance centers in the same district is typically very good--meetings of school personnel at all levels are frequent and cover a wide range of topics. Articulation between school districts is less thorough, and is usually

limited to those dual districts which send or receive students from nearby districts. Coordination of programs and services with nonschool agencies and organizations is very limited except in the general area of vocational education, mainly because few districts need or choose to make use of resources outside the school system itself.

Few districts have formal community relations programs. Complaints from the community are processed in a variety of ways, depending chiefly on the size of the district. Opportunities for two-way communication between schools and the public are limited throughout the sample--a few of the sample's larger districts have established formal community advisory boards or committees, but in general there is little evidence of systematic attempts on the part of school districts to afford the public an opportunity to ask questions, air grievances, or make suggestions.

The greatest part of the districts surveyed provide only those special educational support services which are required by law. Were it not for their membership in county or regional special education cooperatives, many of these districts could not provide even minimal services to students suffering from physical, emotional, or learning disabilities. Again, it is only in the larger districts that programs of adequate breadth are encountered, and it is probably safe to say that even here programs often fall short of meeting the need.

Students typically are given little opportunity to participate in the processes of school governance in any meaningful way. With few exceptions, student involvement in the processes of curriculum development, policy making, and school administration is nonexistent or restricted to a limited advisory role.

Nearly every district sampled used facilities judged adequate for the types of programs now in operation. There is little evidence, however, that school buildings depart from the traditional design featuring many separate self-contained rooms of fixed function and capacity, and inflexible or outmoded school facilities too often give rise to inflexible or outmoded school programs.

The relationship between a district's wealth and the breadth of its program was a faint one. Small districts which offer minimal programs and larger districts which offer broad programs ranged from very poor to very rich in terms of the district's assessed valuation per pupil.

There is little evidence in the survey results indicating that the quality of educational opportunity differs significantly between dual and unit districts. Among both the sample's dual and unit districts, program and service offerings ranged from very limited to comprehensive in scope.

In conclusion, it is noted that school district size (as measured by enrollment) is apparently a more critical factor in determining the scope and overall adequacy of a district's programs and services than its wealth (as measured by AVPP) or its organizational type. This is not to say that a large enrollment will of itself guarantee that a district be able to provide a wide range of learning opportunity to its students, or that large districts as a group necessarily provide their pupils with a better education than small districts. In those cases in which significant trends in programs, practices, and policy developed, however, those trends developed along lines of size.

CHAPTER V

AGENDA FOR CHANGE

CONCLUSIONS:

Of the measurable factors affecting the quality of local educational opportunity, district size is most critical. The results of the school district survey outlined in Chapter IV indicate that districts of minimal size are generally inadequate to the task of providing the increasingly broad range of educational programs and services demanded of today's schools. This situation is largely true regardless of the wealth, organizational type, or geographic location of such districts. School programs of the breadth and depth described in Chapter III as desirable are typically found only in those districts which enroll enough students to make such programs administratively feasible and which can provide the financial resources necessary for their support.

Chapter II cites examples from the growing body of research indicating that small school districts are unable to derive maximum benefit from their investment in education. Overly small teacher-pupil ratios, limited facilities, and disproportionate administrative costs cause operating costs per pupil in small districts to run higher than those of larger districts. Even in cases in which small and large districts expend equal amounts of money per pupil, the operating inefficiency of the small districts prevents their making maximum use of the education dollar. The result is that small districts often provide limited programs at a disproportionately high cost.

The unequal distribution of local school revenue resources is a serious problem in Illinois. Districts whose territories encompass areas of uniformly high wealth (or poverty) have a distinct financial advantage or disadvantage compared to other districts. Since (as is pointed out in Chapter II), sizable differences in local wealth result in sizable differences in the amounts of school revenue generated at the local level, pronounced disparities presently exist in the ability of local districts to provide the level of personnel, facilities, and services necessary for a quality school program. Furthermore, residents of wealthy districts are able to provide more local school revenue with lower tax rates than residents of poor districts. To the degree that the present patchwork pattern of fragmented districts tends to isolate pockets of both poverty and privilege, many small school districts perpetuate fiscal injustice. Equal opportunity cannot become a reality in Illinois until such fiscal inequities are remedied.

The report does not attempt an analysis of the differences in operating costs between unit and dual school districts. This is a complex question, and although some studies have indicated that dual districts tend to cost more to operate on a per pupil basis than unit districts of comparable size (see the reference to Hickrod and Sabulao's "Optimum Size of School Districts Related to Selected Costs" cited in Chapter II), the evidence on the subject presented in this report should not be considered conclusive. Further study of the effect of district organizational type on operating costs is needed. The findings of the report do establish, however, that the quality of educational programs, services, and personnel offered

by both the sample's dual and unit districts ranged from very limited to comprehensive in scope.

GOALS

Schools and school districts provide the means by which the state meets its constitutional obligation to provide a "high quality" education to Illinois children. Any school district reorganization plan therefore must have as its ultimate goal the enhancement of educational opportunity. As is noted in the conclusions outlined on the previous page, reforms in the structure, financing, and operation of the Illinois public school system are urgently needed if the state is to accomplish this goal with economy and effectiveness.

The conclusions of this report lead to this statement of goals for reorganization:

> TO ENABLE EACH ILLINOIS SCHOOL DISTRICT TO PROVIDE A RANGE OF HIGH QUALITY PROGRAMS ADEQUATE TO MEET THE EDUCATIONAL NEEDS OF EVERY PERSON.

Illinois school districts as presently structured are too often unable to provide their students with the teachers, instructional materials, learning resources, and facilities required for basic programs of instruction in communicative, mathematical, and problem-solving skills. Such instruction is an essential part of a quality education, and a school system which fails to provide it for all regardless of ability fails its responsibility to the public.

> TO MAKE IT POSSIBLE FOR EVERY DISTRICT TO PROVIDE A COMPREHENSIVE RANGE OF EDUCATIONAL SUPPORT SERVICES.

The scope of the public schools' responsibilities has broadened immensely since the start of the century. Today's schools cannot fully discharge their obligations to the children they serve without providing those children with a variety of services intended to help them reach the limit of their potential. Reorganization should help make it possible for every Illinois district to provide its pupils with a broad range of guidance, counseling, psychological, transportation, and food services. Reorganization should also help local districts provide their staffs with adequate in-service training, supportive research and development, supervisory, and administrative services to enable them to function at the peak of their professional capacity.

TO INSURE THAT EVERY ILLINOIS CHILD IS ASSURED AN EQUAL OPPORTUNITY FOR A QUALITY EDUCATION.

Providing all Illinois school children an equal educational opportunity is a major goal of school district reorganization. Any reorganization of school districts which in any way results in children being deprived of an equal chance for a quality education for racial, social, or economic reasons must be considered unsatisfactory.

TO PROVIDE FOR A MORE EQUAL EXPENDITURE OF EDUCATIONAL RESOURCES AMONG DISTRICTS.

Illinois school districts currently spend from $500 to $2,500 per pupil annually. While it is true that money spent is not itself a valid measure of the quality of school programs, it is equally true that a lack of adequate financial support for school programs often cripples their potential effectiveness. Significant differences in educational expenditures at the local level is one of the prime causes of inequality of educational opportunity.

TO ACHIEVE THE MOST EFFICIENT USE OF EDUCATIONAL RESOURCES AT THE LOCAL LEVEL.

Limitations of size, type, or operations prevent many Illinois districts from making maximum efficient use of the physical, human, and financial resources at their disposal. Helping each Illinois community to realize the greatest possible benefit from each education dollar spent is one major goal of school district reorganization.

RECOMMENDATIONS

In order to insure that all Illinois children attend school in districts able to provide a quality program, and to further insure that school district reorganization proceeds in an efficient and orderly manner, the following recommendations are made:

Recommendation 1

TO DEVELOP A MANDATED PLAN FOR THE REORGANIZATION OF ILLINOIS SCHOOL DISTRICTS CONSISTENT WITH ENROLLMENT STANDARDS OF THE STUDY.

Many of the problems now plaguing the Illinois public school system are the direct result of conflicts and inefficiencies caused by the tangle of districts that have resulted from the various patchwork reforms implemented over the past several decades. A mandated state plan for reorganization would insure that all new districts brought into being as a result of future reorganization will be not only different from, but better than existing districts.

Recommendation 2

ALL PHASES OF REORGANIZATION ACTIVITY SHOULD BE PRECEDED BY LOCAL STUDY AND PLANNING.

Each Illinois community has unique problems and potentials. School district reorganization plans must take local social, economic, and geographic factors into account if it is to successfully accomplish its purpose. Data concerning all facets of community life affecting (and affected by) school district organization should be collected and analyzed, the implications of reorganization examined, and possible alternatives developed and discussed before any final action is taken. The Office of the Superintendent of Public Instruction should make available to local groups whatever professional and technical assistance is required to insure that such local study and planning efforts are thoroughly and efficiently carried out.

Recommendation 3

THE STATE SHOULD HAVE THE AUTHORITY TO REVIEW AND APPROVE ALL SCHOOL DISTRICT REORGANIZATION PROPOSALS.

The purpose of school district reorganization is compromised if unsupervised local reorganization efforts result in the creation of inadequate new districts or the continued existence of presently inadequate districts. The state should have the responsibility for the overall supervision of local reorganization activity to insure that such reorganization proceeds in an orderly fashion and meets stated goals and guidelines. Review and approval authority is essential for this task.

Recommendation 4

A STATEWIDE REORGANIZATION COMMITTEE SHOULD BE ESTABLISHED BY LEGISLATION TO MONITOR THE REORGANIZATION PROCESS AND BE RESPONSIBLE FOR SCHOOL DISTRICT REORGANIZATION WHEN LOCAL EFFORTS HAVE NOT BEEN SUCCESSFUL.

This committee shall bear the major responsibility for monitoring and supervising the reorganization efforts of the Educational Service Region

Committees. The Committee shall develop guidelines and standards for a statewide reorganization plan within six (6) months after its appointment.

The State Committee shall be expected to:

a. Develop a manual of procedure to be printed and distributed to all Superintendents of Educational Service Regions and reorganization committees.

b. Perform either by itself or by its authorized representatives any or all of the duties required to be performed by the Educational Service Region Committees in case of local efforts not successful by any or all of them to perform these duties.

c. Provide for interaction and cooperation between Educational Service Region Committees for the purpose of considering districts which should include territory of more than one educational service region.

d. Review and approve or reject reorganization plans within sixty (60) days after receipt of plans from the Educational Service Region Committee.

e. Report to each Educational Service Region Committee the acceptance or rejection of the proposed plans with recommendations for changes.

f. Utilize the Office of the Superintendent of Public Instruction staff to conduct analysis, research, statistical, and clerical tasks as necessary to implement the legislation.

g. Present a reorganization progress report to the General Assembly at the earliest feasible date.

Recommendation 5

THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHOULD BE RESPONSIBLE FOR WORKING WITH SCHOOL DISTRICTS TO ASSIST IN THE IMPLEMENTATION OF THE MANDATE.

Recommendation 6

REORGANIZATION COMMITTEES IN EACH EDUCATIONAL SERVICE REGION SHOULD BE RESPONSIBLE FOR THE IMPLEMENTATION OF REORGANIZATION OF SCHOOL DISTRICTS.

These Educational Service Region Committees should be regarded as the reorganization agencies that will assume leadership responsibilities of the reorganization of school districts until reorganization plans are fully implemented. The committees should work under the general direction of the State Reorganization Committee. The Educational Service Region Committees should consider the unique factors affecting school district reorganization in local areas. Twelve (12) months is the recommended time limit for the completion of the first reorganization plan, except in those cases in which the State Reorganization Committee grants a deviation.

In carrying forward the program of school district reorganization, the Educational Service Region Committees should:

a. Prepare a plan for the reorganization of school districts in the educational service region into administrative units that conform to acceptable standards and that have the potential for providing the kind of educational program needed in the area.

b. Submit this plan to the State Committee for approval.

c. Take the leadership in submitting the proposals for approval of a majority of voters in the proposed new district once state approval is granted.

d. Be required to start over again in an orderly procedure if the plan is rejected.

Recommendation 7

REORGANIZATION SHOULD BE ACCOMPLISHED ACCORDING TO THE FOLLOWING PHASES AND TIME SCHEDULE:

Phase I

The reorganization of those school districts which presently fail to meet both minimum criteria of wealth and size by June 30, 1975.

As reorganization efforts get underway, priority attention should be given to those 339 Illinois school districts which presently have both less than average wealth for their type (as measured by assessed valuation per pupil) and less than minimum enrollments established for their type in this report. Phase I of any state reorganization plan should set as its first goal the reorganization of such districts into larger administrative units capable of providing more adequate educational programs and services.

Phase II

The reorganization of those school districts which fail to meet minimum size criteria by June 30, 1977.

Phase II of the reorganization plan should be directed toward the reorganization of those remaining 344 Illinois school districts which, although they are of above-average wealth, do not have enrollments sufficiently large to enable them to put that wealth to efficient and effective educational use.

Phase III

On or before the conclusion of Phase II the responsibility of reassessment of school district organization in Illinois should be transferred to the State Board of Education.

Recommendation 8

ADEQUATE FINANCIAL SUPPORT FOR THE ACTIVITIES OF COMMITTEES AND AGENCIES RESPONSIBLE FOR THE IMPLEMENTATION OF REORGANIZATION PLANS AT ALL LEVELS SHOULD BE PROVIDED BY THE STATE.

Recommendation 9

EVERY ATTEMPT SHALL BE MADE TO ESTABLISH NEW SCHOOL DISTRICTS WITH THE FOLLOWING MINIMUM ENROLLMENTS:

Unit Districts	1,500 pupils
Elementary Districts	1,000 pupils
Secondary Districts	500 pupils

The student population of each district should be sufficiently large to insure that the district's human, physical, and financial resources can be used to maximum educational advantage. It should be stressed that these enrollment standards are minimum standards, and are still substantially smaller than what many persons consider optimum. School districts with these minimum enrollments should have the capability to provide the program

breadth, support services, and staff basic to quality education. In addition, reorganization of present school districts into larger administrative units will (1) make possible more efficient use of school resources; and (2) reduce inequalities in local wealth.

Recommendation 10

NEW SCHOOL DISTRICTS SHOULD NOT BE REQUIRED TO BE LARGER THAN ONE (1) COUNTY IN AREA.

In many of the state's rural areas, low population densities make the establishment of districts of more than minimum size a practical impossibility. Transportation time to and from school sets an effective upper limit on the geographic size of such districts. (This recommendation is not intended to prohibit reorganization across county lines.)

Recommendation 11

A STATEWIDE REORGANIZATION PLAN SHOULD INCLUDE FINANCIAL INCENTIVES FOR REORGANIZATION. PROPOSED INCENTIVES FOR REORGANIZATION MAY INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

a. Optional provision for a new district to assume bonded debt and receive state support for retiring the debt incurred by component districts before reorganization.

b. State aid for repayment of principal and interest incurred for school construction if needed as a result of reorganization.

c. Aid to districts which are organizationally sound, but which may be financially troubled as a result of reorganization.

d. Provisions which guarantee aid from the foundation program and other state aid programs at a level no less than the total which would have been received by the component districts prior to reorganization.

Recommendation 12

STATE AID FORMULAS SHOULD BE BASED UPON A REALISTIC EVALUATION OF LOCAL NEEDS AND LOCAL ABILITY TO GENERATE REVENUE TO MEET THESE NEEDS.

The findings of this report reflect the conclusions stated in A New Design: Financing for Effective Education in Illinois, the report of the Finance Task Force of the Governor's Commission on Schools, which recommends that the state's system of allocating aid to education should be modified in order that present disparities in the degree of local effort required to support school programs may be remedied.

MEMORANDA OF COMMENT

Mr. Robert Beckwith - page 42

The reader might conclude that a unit district is entitled to levy a higher tax rate than the elementary and secondary districts combined. The tax rate stated (.9200% and 3.000%) for the elementary and secondary districts applies to each. The effect upon the tax bill of the local property owner who must support both districts is to permit a minimum rate of 1.8400% without voter approval and up to 6.000% with voter approval. This combined rate results in the dual district tax payer carrying a larger local tax burden than if the elementary and secondary districts were organized as a unit.

Mr. Lynn Wiley - page 79

Many districts are <u>not</u> currently meeting the minimum requirements of the law. The statement on page 79 implies that they are.

Mr. Robert Beckwith -

As of January 1972, 119 elementary districts sent their pupils to two high school districts and 16 sent them to three high school districts. Such an arrangement impairs sound curriculum development and coordination with the high school districts. The report does not address itself to this problem perhaps upon the assumption it would be resolved by the proposed reorganization committees. Nevertheless, I recommend that any mandate regarding school district reorganization include a provision that the territory of all elementary districts must be wholly within the boundaries of a single high school boundary.

Honorable C. H. Thoman -

The student size of school districts cause me some concern. Other factors such as tax base, square miles of district, roads, location, ability to conduct a good educational system should also be considered.

What happens if a district has the required student numbers and then drops below the minimum, would the district then reorganize?

The important issues are the efficiency and effectiveness of a district regardless of size.

FOOTNOTES

[1]Council of Chief State School Officers, Illinois, reprinted from Education in the States: Historical Outlook and Development, National Education Association of the United States, Washington, D.C. 1969, p. 350.

[2]One Hundred Years of Free Public Schools, Pennsylvania Department of Public Instruction, Harrisburg, 1934, p. 15.

[3]Encyclopedia of Educational Research, Chester W. Harris, ed., The Macmillan Company, New York, 1960, p. 1,196.

[4]Center for Administrative Studies, A Study of Educational Organization in the Area Encompassed by District #87: A Report of a Study for the Glenbard Township High School District #87, Department of School Administration, Indiana University, Bloomington, 1971, pp. 4-6.

[5]Sesquicentennial: One Hundred and Fifty Years of Education in Illinois, Office of the Superintendent of Public Instruction, Springfield, 1968, p. 2.

[6]A Study of Educational Organization, op. cit., p. 25.

[7]Sesquicentennial, op. cit., p. 2.

[8]Eleventh Biennial Report of the Superintendent of Public Instruction-1875-1876, Office of the Superintendent of Public Instruction, Springfield, Illinois, 1876, pp. 7-8.

[9]Thomas E. Finigan, Free Schools, University of the State of New York, Albany, 1921, pp. 43-51.

[10]Education in the States, op. cit., p. 350.

[11]Ibid.

[12]Sesquicentennial, op. cit., p. 14.

[13]Ibid.

[14]Education Law of New York, Sections 130-134a, University of the State of New York, Albany, 1914, pp. 141-145.

[15]Henry F. Alves, Archibald W. Anderson, and J. Guy Fowlkes, Local School Unit Organization in Ten States, U. S. Office of Education Bulletin 1938, No. 10, Superintendent of Documents, Washington, D.C., 1939, pp. 128-129.

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[17]Ibid., p. 20.

[18]A Study of Educational Organization, op. cit., p. 17.

[19]Ibid.

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EXHIBIT A

ENROLLMENT AND FINANCE DATA
FOR
ILLINOIS SCHOOL DISTRICTS

Definition of Terms, Sources of Data, and Methodology:

EXHIBIT -

"Enrollment and Finance Data for Illinois Public Schools," is intended to provide a comprehensive profile of the size and wealth of each Illinois school district both in absolute terms and relative to other districts in the State. The item-by-item descriptions that follow describe the terms, data sources, methodology, and general organization of the enrollment and finance tables of Exhibit A.

COUNTY -

The data tables list all Illinois operating school districts by county. Counties are arranged alphabetically.

SCHOOL DISTRICT -

School districts are denoted by the legal title and number.

DISTRICT TYPE -

District type is determined by the scope of the program offered by the district. Districts which offer K-8 programs are designated elementary districts. Districts with a 9-12 program are designated secondary districts. Districts offering a K-12 program are referred to as unit districts.

TOTAL ENROLLMENT -

Total enrollment is the total number of pupils enrolled in all grade levels in all schools operated by a district.

Source: Enrollment data is from the 1971-72 school year, and is taken from "Fall Pupil Enrollment and Teacher Statistics," Circular Series A, Number 307, published by the Office of the Superintendent of Public Instruction, Division of Research, Planning, and Development, Springfield, Illinois.
Note: This source includes the lastest data on enrollment available in published form at the time of writing. Enrollment data for those districts organized since the publication of Circular Series A, Number 307, was obtained by telephone from the respective district offices.

ENROLLMENT RANK -

Total enrollments were ranked consecutively in descending order regardless of district type. Districts with identical enrollment totals were assigned the same rank number. The range of total enrollments comprised a total of 890 different values.

TOTAL TAX -

A district's total tax rate is defined as the sum of all the separate taxes for education levied by a district. Total tax rate thus includes separate levies for the support of the educational fund, building, operation, and maintenance fund, transportation fund, etc.

Source: The latest tax rate data available in published form at the time of writing is contained in "1970 Assessed Valuations and 1971 Tax Rates," Circular Series A, Number 292, published by the Office of the Superintendent of Public Instruction, Division of Research, Planning, and Development, Springfield, Illinois. As was the case with enrollments, tax rate data for those districts organized since the publication of Circular Series A, Number 292, was obtained by telephone from the respective district offices.

TAX RANK-

Total tax rates are ranked consecutively in descending order according to district type. Among unit districts, the range of total tax rates eencompasses a total of 393 values. Among elementary districts, the tax rates included a total of 428 different values. Secondary district tax rates ranged over a total of 139 different values.

ASSESSED VALUATION PER PUPIL (AVPP) -

The assessed valuation per pupil is defined as the quotient of the total equalized assessed valuation of a district and that district's best six months' average daily attendance. The AVPP is expressed in dollar amounts, and is useful as an index of the amount of taxable wealth available to a district for the local support of education.

Source: AVPP data is from 1970, and is taken from "1970 Assessed Valuations and 1971 Tax Rates," Circular Series A, Number 292, published by the Office of the Superintendent of Public Instruction, Division of Research, Planning, and Development, Springfield, Illinois. As was the case with enrollments and tax rates, AVPP data for those districts organized since the publication of Circular Series A, Number 292, was obtained by telephone from the respective district offices.

AVPP RANK -

Assessed valuations per pupil are ranked consecutively in descending order regardless of district type. AVPP rankings for all Illinois districts ranged over a total of 1,072 different values.

EFFORT RANK -

An effort index is a statistical tool designed to portray the actual financial strength of a school district by drawing a correlation between a district's potential wealth (as measured by assessed valuation per pupil) and the degree to which that district draws upon that wealth for the support of local schools (as measured by the district's total tax rate). The effort index is obtained by dividing a district's assessed valuation per pupil by that district's total tax rate.

The resulting number is meaningless in itself. When ranked appropriately, however, this effort index serves to indicate the relative status of Illinois school districts in terms of their ability to generate local money for the support of education.

Effort indexes are ranked consecutively in descending order regardless of district type.

CURRENT OPERATING EXPENSE PER PUPIL (OEPP) -
A district's Current Operating Expense is defined as the total expenditures from the Educational, Building, Bond and Interest, Municipal Retirement and Rent Funds less expenditure for the following: Tuition paid to other districts, Building payments to other districts, Adult Education, Summer School, Economic Opportunity Project, Capital Outlay, Transfers Out, and Bond Principal Retired. The Operating Expense Per Pupil is the quotient of a district's current operating expense and that district's best six months average daily attendance.

Operating expense per pupil is a measure of the amount of money each district is spending to educate each of its pupils.

NOTE: Asterisks mark districts for which current operating expense per pupil was unavailable at the time of writing. In such cases, per capita tuition charge is used in place of the OEPP as an indicator of per pupil expenditure.

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
ADAMS 1	Payson C.U.S.D. 1	Unit	877	471	2.541	256	18,684	810	233	881.75
	Liberty C.U.S.D. 2	Unit	764	518	2.923	112	17,536	861	151	951.18
	Camp Point C.U.S.D. 3	Unit	1,404	330	2.354	333	23,792	642	386	852.50
	Mendon C.U.S.D. 4	Unit	1,129	400	2.494	279	23,967	636	356	916.41
	Quincy S.D. 172	Unit	9,931	28	2.425	306	25,336	589	401	880.11
ALEXANDER 2	Cairo Unit S.D. 1	Unit	1,335	354	3.033	82	14,520	945	81	1089.85
	Egyptian C.U.S.D. 5	Unit	1,037	423	4.780	1	5,875	1,069	2	990.14
BOND 3	Mulberry Grove C.U.S.D. 1	Unit	689	553	2.690	184	15,532	919	140	790.58
	Bond Co. C.U.S.D. 2	Unit	2,533	176	2.845	137	16,076	907	132	828.37
BOONE 4	Belvidere C.U.S.D. 100	Unit	5,251	70	2.451	296	26,514	550	420	915.81
	North Boone C.U.S.D. 200	Unit	1,232	376	3.200	53	17,161	876	113	836.74*
BROWN 5	Brown Co. C.U.S.D. 1	Unit	1,168	389	2.392	322	23,177	661	361	852.49
BUREAU 6	Ohio C.C.S.D. 17	Elem	212	773	1.366	391	43,892	270	726	829.42

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
BUREAU 6 (cont)	Kasbeer Cons. S.D. 23	Elem.	64	879	1.621	315	63,490	137	761	894.52
	Malden C.C.S.D. 84	Elem.	195	780	1.994	402	44,900	260	659	839.47
	Cherry S.D. 92	Elem.	130	829	1.317	402	35,152	365	687	789.26
	Ladd C.C.S.D. 94	Elem.	258	751	1.548	339	30,780	440	635	728.07
	Dalzell S.D. 98	Elem.	102	850	1.465	112	15,074	932	396	582.18
	Spring Valley C.C.S.D. 99	Elem.	1,077	410	2.300	112	17,624	859	253	783.43
	DePue Unit S.D. 103	Unit	439	666	2.869	131	28,894	485	384	1047.83
	Princeton Elem. S.D. 115	Elem.	1,521	308	1.695	295	34,001	378	637	817.46
	Wyanet C.C.S.D. 126	Elem.	230	764	1.580	326	40,775	295	680	938.13
	Leepertown C.C.S.D. 175	Elem.	94	855	1.799	255	27,434	519	560	728.67
	Bureau Cons. S.D. 250	Elem.	82	866	1.695	295	76,734	83	776	1432.13
	Walnut C.C.S.D. 285	Elem.	470	652	1.553	336	47,746	230	718	828.49
	Tiskilwa C.U.S.D. 300	Unit	584	601	2.618	218	25,141	600	356	1038.87
	LaMoille C.U.S.D. 303	Unit	554	615	2.263	351	37,264	337	581	1000.00 *
	Manlius C.U.S.D. 305	Unit	415	680	2.603	351	38,094	325	544	1131.75
	Western C.U.S.D. 306	Unit	709	542	2.744	170	26,719	545	364	985.52
	Neponset C.C.S.D. 307	Unit	272	743	1.293	392	32,194	415	675	515.30 *

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
BUREAU (cont.)	Princeton Twp. H.S.D. 500	Sec.	774	511	1.437	106	74,925	89	790	1119.77
	Hall Twp. H.S.D. 502	Sec.	577	607	1.681	75	64,695	130	757	1248.80
	Ohio Comm. H.S.D. 505	Sec.	82	866	1.638	82	124,179	21	821	1768.37
	Walnut Com. H.S.D. 508	Sec.	248	753	1.408	111	115,312	27	825	1427.99
	Wyanet C.H.S.D. 510	Sec.	142	819	1.386	114	81,478	69	800	1206.85
	Malden C.H.S.D. 511	Sec.	69	875	1.317	124	131,389	16	833	1993.05
CALHOUN 7	Brussels C.H.S.D. 37	Sec.	98	852	2.200	27	59,885	154	693	1489.78
	Calhoun C.U.S.D. 40	Unit	850	481	2.492	281	15,125	929	158	877.59
	Brussels-Richwood C.C.S.D. 41	Elem.	106	846	1.430	375	64,790	127	776	1414.28
CARROLL 8	Savanna C.U.S.D. 300	Unit	1,589	298	2.889	121	11,256	1,022	44	903.70
	Thomson C.U.S.D. 301	Unit	510	637	3.532	24	13,512	974	39	1028.07
	Shannon C.U.S.D. 303	Unit	384	695	2.638	206	31,783	420	468	1179.39
	Mt. Carroll C.U.D. 304	Unit	847	482	2.883	123	18,951	796	189	913.39
	Lanark C.U.S.D. 305	Unit	718	539	2.521	265	26,616	548	407	1020.23
	Milledgeville C.U.S.D. 312	Unit	651	571	2.497	278	25,406	585	392	1004.33

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
CARROLL (cont.)	Chadwick C.U.S.D. 399	Unit	339	716	2.922	113	30,224	449	399	1093.56
CASS 9	Beardstown C.U.S.D. 15	Unit	1,780	262	2.504	271	15,001	933	150	815.48
	Chandlerville C.U.S.D. 62	Unit	302	728	2.468	290	23,471	656	350	956.25
	Virginia C.U.S.D. 64	Unit	665	561	2.634	208	28,868	488	427	1063.06
	Ashland C.U.S.D. 212	Unit	549	619	2.243	357	31,464	427	529	972.69
CHAMPAIGN 10	Fisher C.U.S.D. 1	Unit	812	496	2.120	375	37,671	329	604	944.37
	Mahomet C.U.S.D. 3	Unit	1,363	345	2.622	214	22,387	688	298	859.33
	Champaign C.U.S.D. 4	Unit	11,381	20	3.405	34	22,860	671	199	1223.05
	Broadlands-ABL C.U.S.D. 6	Unit	420	678	2.373	327	49,097	218	644	1289.18
	Tolono C.U.S.D. 7	Unit	1,878	244	2.465	293	28,984	482	459	1091.12
	Urbana S.D. 116	Unit	6,522	50	3.418	31	19,182	788	131	1182.35
	Thomasboro C.C.S.D. 130	Elem.	272	743	1.829	242	38,946	317	647	843.81
	Rantoul City S.D. 137	Elem.	4,063	102	1.417	379	8,143	1,061	139	896.25
	Ludlow C.C.S.D. 142	Elem.	207	776	1.465	363	35,983	355	673	876.39
	St. Joseph C.C.S.D. 169	Elem.	663	562	1.486	354	31,252	431	645	769.62

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
CHAMPAIGN (cont)	Stanton Center C.C.S.D.177	Elem.	65	878	1.435	372	91,155	49	808	1111.81
	Flatville C.C.S.D. 183	Elem.	90	859	1.155	417	93,338	45	823	1188.98
	Gifford C.C.S.D. 188	Elem.	279	738	1.349	395	38,409	323	703	727.05
	Rantoul Twp. H.S.D. 193	Sec.	1,603	292	1.060	136	43,440	274	766	1022.94
	Homer C.C.S.D. 208	Unit	510	637	2.601	227	26,901	539	399	1021.78
	Ogden C.C.S.D. 212	Elem.	165	800	1.742	280	37,350	333	649	745.44
	Royal C.C.S.D. 216	Elem.	91	858	1.275	410	89,457	53	814	1139.49
	Penfield C.C.S.D. 224	Elem.	125	834	1.433	373	84,352	61	800	1103.94
	St. Joseph-Ogden C.H.S.D. 305	Sec.	384	695	1.026	137	98,346	40	832	1282.50
CHRISTIAN 11	Morrisonville C.U.S.D. 1	Unit	647	573	2.289	375	46,403	247	638	1043.95
	Taylorville C.U.S.D. 3	Unit	3,526	120	2.523	264	20,169	749	271	857.46
	Edinburg C.U.S.D. 4	Unit	563	612	2.397	34	28,674	492	466	836.26
	Mount Auburn C.U.S.D. 5	Unit	370	700	2.016	380	37,300	335	617	982.75
	Stonington C.U.S.D. 7	Unit	546	621	3.112	69	32,685	399	404	1140.97
	Pana C.U.S.D. 8	Unit	2,119	211	2.704	181	21,254	716	262	960.11
	Assumption C.U.S.D. 9	Unit	553	616	2.561	245	44,337	266	597	1159.69

Enrollment and Finance Data
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(by county)

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
CHRISTIAN (cont)	Kincaid S.D. 182	Elem.	355	709	1.780	262	9,666	1,043	118	611.99
	Tovey S.D. 183	Elem.	136	823	1.489	353	17,170	874	450	644.77
	South Fork Com. H.S.D. 310	Sec.	182	789	1.770	59	34,114	377	627	998.31
CLARK 12	Casey C.U.S.D. 1C	Unit	1,221	378	2.558	248	17,537	860	210	895.14
	Marshall C.U.S.D. 2C	Unit	1,766	264	3.084	73	13,653	971	70	887.03
	Martinsville C.U.S.D. 3C	Unit	714	540	2.422	308	17,439	868	226	815.69
	Westfield S.D. 105	Elem.	188	784	1.450	369	27,402	520	622	760.85
	Westfield Twp. H.S.D. 201	Sec.	72	874	1.609	86	68,597	111	770	1505.01
CLAY 13	Xenia C.C.S.D. 3	Elem.	172	795	1.898	223	30,701	443	574	872.88
	Clay City C.U.D. 10	Unit	659	565	2.437	302	24,770	607	391	795.59
	North Clay C.U.S.D. 25	Unit	910	459	2.520	267	20,123	750	270	507.10*
	Lincoln C.C.S.D. 30	Elem.	231	763	1.744	279	17,460	867	380	696.44
	Flora Twp. H.S.D. 99	Sec.	653	569	1.501	97	39,380	313	683	936.96
	Flora C.C.S.D. 133	Elem.	1,032	426	2.169	141	14,571	943	200	722.55
CLINTON 14	Carlyle C.U.S.D. 1	Unit	1,654	281	2.130	373	22,315	690	402	739.01

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
CLINTON 14	Trenton-Wesclin C.U.S.D. 3	Unit	1,513	310	2.940	108	10,161	1,032	30	848.09
	Breese S.D. 12	Elem.	477	650	1.420	377	42,806	281	714	712.41
	Aviston S.D. 21	Elem.	332	718	1.320	401	14,242	957	418	697.13
	Willow Grove S.D. 46	Elem.	245	755	1.770	270	18,825	805	411	723.55
	Bartelso S.D. 57	Elem.	235	761	1.260	413	16,297	894	496	654.33
	Germantown S.D. 60	Elem.	340	715	1.290	406	13,691	970	409	726.65
	Damiansville S.D. 62	Elem.	185	787	1.290	406	12,187	997	349	596.85
	Albers S.D. 63	Elem.	215	771	1.310	404	7,640	1,063	143	616.58
	St. Rose S.D. 141-5	Elem.	269	745	1.330	399	18,187	835	520	656.35
	Central Com. H.S.D. 71	Sec.	526	629	1.460	99	80,300	72	796	879.41
	Wamac S.D. 186	Elem.	145	816	1.900	221	9,735	1,039	97	635.36
COLES 15	Charleston C.U.S.D. 1	Unit	3,089	142	2.658	196	26,009	564	366	1064.42
	Mattoon C.U.S.D. 2	Unit	5,543	67	2.563	244	20,123	750	261	870.68
	Oakland C.U.S.D. 5	Unit	646	574	2.628	211	27,028	533	396	1011.03
COOK 16	Barrington C.C.S.D. 1	Elem.	1,588	299	2.462	75	16,916	878	211	806.80
	Barrington C.C.S.D. 4	Elem.	3,550	118	2.510	68	32,614	401	499	992.55

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
COOK (cont)	Palatine C.C.S.D. 15	Elem.	12,144	15	2.524	66	22,707	678	321	844.29
	Wheeling C.C.S.D. 21	Elem.	8,108	37	2.852	28	18,597	818	186	856.83
	Prospect Heights S.D. 23	Elem.	1,704	274	2.852	28	22,482	685	263	962.03
	Arlington Heights S.D. 25	Elem.	9,697	29	2.890	23	21,706	701	242	863.10
	River Trails S.D. 26	Elem.	3,136	140	2.344	100	23,564	650	382	863.55
	Northbrook S.D. 27	Elem.	1,973	227	3.772	1	23,159	662	161	918.10
	Northbrook S.D. 28	Elem.	2,947	151	2.918	20	32,826	396	440	986.75
	Northfield S.D. 29	Elem.	803	499	2.816	30	44,884	261	569	1247.02
	Northbrook S.D. 30	Elem.	1,419	327	2.960	17	28,139	503	350	1003.68
	West Northfield S.D. 31	Elem.	705	543	2.342	101	39,668	308	590	820.00
	Glenview C.C.S.D. 34	Elem.	4,357	90	2.688	41	35,895	357	510	1057.51
	Glencoe S.D. 35	Elem.	1,755	266	3.504	2	47,240	236	515	1317.89
	Winnetka S.D. 36	Elem.	2,469	185	3.230	4	50,308	208	566	1509.02
	Avoca S.D. 37	Elem.	1,302	361	3.020	14	48,277	225	570	1287.44
	Kenilworth S.D. 38	Elem.	614	587	3.270	3	53,218	195	578	1444.13
	Wilmette S.D. 39	Elem.	4,790	78	2.876	25	37,088	339	495	1208.26
	Schaumberg C.C.S.D. 54	Elem.	13,715	11	2.888	24	15,156	929	105	782.93

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
COOK (cont)	Mount Prospect S.D. 57	Elem.	3,606	114	2.634	50	28,241	500	414	990.51
	Com. Cons. S.D. 59	Elem.	11,722	17	2.448	76	33,398	388	519	918.16
	Des Plaines C.C.S.D. 62	Elem.	7,232	44	2.622	53	42,608	282	577	1013.87
	East Maine S.D. 63	Elem.	7,170	45	2.300	32	25,396	586	326	890.52
	Park Ridge C.C.S.D. 64	Elem.	6,478	52	2.476	73	35,134	366	533	1073.04
	Evanston C.C.S.D. 65	Elem.	9,957	27	2.988	15	43,001	278	538	1395.80
	Golf S.D. 67	Elem.	1,418	328	2.414	81	41,597	283	596	1169.50
	Skokie S.D. 68	Elem.	3,345	129	3.060	12	37,055	340	471	1269.33
	Skokie S.D. 69	Elem.	2,015	223	2.488	69	47,247	235	623	1048.99
	Morton Grove S.D. 70	Elem.	1,279	367	2.072	167	45,510	255	654	956.67
	Niles S.D. 71	Elem.	736	530	1.372	389	119,778	23	828	1440.04
	Skokie Fairview S.D. 72	Elem.	860	474	1.250	414	119,402	24	831	1351.37
	East Prairie S.D. 73	Elem.	701	547	2.120	154	60,523	151	704	1118.37
	Skokie S.D. 73-5	Elem.	1,481	317	2.694	40	45,132	258	585	1254.01
	Lincolnwood S.D. 74	Elem.	1,813	258	1.852	236	71,551	101	758	1084.71
	Rosemont S.D. 78	Elem.	318	723	1.556	334	128,879	19	826	1342.03
	Pennoyer S.D. 79	Elem.	574	608	1.800	254	46,486	246	680	993.47

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COOK (cont)	Norridge S.D. 80	Elem.	1,948	231	1.704	293	33,192	392	630	620.09
	Schiller Park S.D. 81	Elem.	1,884	242	1.902	220	50,371	206	685	829.38
	Mannheim S.D. 83	Elem.	3,355	128	1.802	253	70,053	106	760	954.00
	Franklin Park S.D. 84	Elem.	1,872	245	2.186	136	58,955	161	690	1191.85
	Rhodes S.D. 84-5	Elem.	600	594	1.450	369	103,517	33	816	1099.40
	River Grove S.D. 85-5	Elem.	693	552	1.572	329	52,903	198	732	721.64
	Union Ridge S.D. 86	Elem.	612	589	2.280	115	49,818	215	653	1092.83
	Berkeley S.D. 87	Elem.	3,279	132	2.246	120	37,802	328	588	973.00
	Bellwood S.D. 88	Elem.	3,022	146	2.326	106	48,043	227	643	903.70
	Maywood S.D. 89	Elem.	6,409	54	2.092	161.	27,361	522	504	903.15
	River Forest S.D. 90	Elem.	1,366	339	2.270	116	70,000	107	719	1203.35
	Forest Park S.D. 91	Elem.	1,029	427	2.052	175	59,732	156	708	1159.04
	Lindop S.D. 92	Elem.	596	597	1.768	271	63,931	135	745	886.15
	Westchester S.D. 92-5	Elem.	2,185	200	2.080	165	40,313	302	629	867.56
	Hillside S.D. 93	Elem.	703	545	1.822	245	64,278	133	740	986.53
	Komarek S.D. 94	Elem.	656	566	1.410	380	75,857	86	792	1063.05
	Brookfield S.D. 95	Elem.	1,393	335	2.378	93	30,102	455	488	864.05

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COOK (cont)	Riverside S.D. 96	Elem.	1,468	320	2.424	80	49,587	216	640	1109.02
	Oak Park S.D. 97	Elem.	6,418	53	2.556	61	43,137	277	589	1009.07
	Berwyn North S.D. 98	Elem.	1,553	304	1.808	251	48,203	226	687	976.05
	Cicero S.D. 99	Elem.	6,126	60	1.708	291	60,589	149	741	817.00
	Berwyn South S.D. 100	Elem.	2,727	160	1.772	269	40,957	293	665	822.85
	Western Springs S.D. 101	Elem.	1,728	269	2.734	35	28,150	502	397	1022.40
	La Grange S.D. 102	Elem.	3,544	119	2.668	43	35,163	364	507	949.97
	Highlands S.D. 106	Elem.	1,057	419	2.374	95	35,830	358	554	887.68
	Pleasantdale S.D. 107	Elem.	590	598	2.064	170	70,288	105	734	1121.94
	Willow Springs S.D. 108	Elem.	515	634	2.312	110	24,999	603	419	619.32
	Bridgeview S.D. 109	Elem.	3,257	133	2.092	161	20,738	733	373	789.14
	Central Stickney S.D. 110	Elem.	470	652	1.000	421	259,293	4	847	1806.48
	South Stickney S.D. 111	Elem.	6,053	62	2.204	129	21,020	724	353	701.92
	Lemont C.C.S.D. 113	Elem.	1,074	412	1.918	216	33,288	391	598	747.38
	North Palos S.D. 117	Elem.	3,682	109	2.202	130	19,174	789	306	715.67
	Palos C.C.S.D. 118	Elem.	2,139	207	3.020	14	25,705	576	297	945.26
	Oak Lawn S.D. 122	Elem.	3,318	130	2.044	177	18,873	801	335	719.98

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COOK (cont)	Oaklawn-Hometown S.D. 123	Elem.	5,734	66	1.908	218	28,373	497	550	771.59
	Evergreen Park S.D. 124	Elem.	2,082	218	2.040	179	54,591	187	688	1017.95
	Atwood Heights S.D. 125	Elem.	1,301	362	2.662	45	20,255	747	249	792.19
	Alsip Hazelgreen & Oaklawn S.D. 126	Elem.	2,481	182	2.346	99	24,259	624	399	854.74
	Worth S.D. 127	Elem.	2,082	218	2.330	105	17,986	849	254	709.30
	Chicago Ridge S.D. 127-5	Elem.	1,872	245	2.516	67	14,260	956	135	858.44
	Palos Heights S.D. 128	Elem.	1,235	374	2.008	188	26,885	540	512	821.45
	Blue Island S.D. 130	Elem.	4,105	100	2.394	86	30,130	453	486	878.32
	Calumet Park S.D. 132	Elem.	1,392	336	2.016	185	29,812	463	548	794.83
	Patton S.D. 133	Elem.	498	640	1.554	335	82,675	67	793	1023.40
	Orland Park S.D. 135	Elem.	2,154	205	3.086	9	16,099	904	103	821.15
	Kirby S.D. 140	Elem.	1,437	324	3.226	5	9,529	1,045	22	627.37
	Forest Ridge S.D. 142	Elem.	2,490	179	2.642	49	14,325	954	117	712.03
	Midlothian S.D. 143	Elem.	3,018	147	2.428	79	14,402	951	146	723.43
	Posen Robbins S.D. 143-5	Elem.	2,381	190	2.390	90	11,686	1,011	88	715.96
	Markham S.D. 144	Elem.	4,295	93	3.046	13	12,121	999	45	708.83
	Arbor Park S.D. 145	Elem.	1,647	284	2.926	19	13,155	984	72	853.53

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COOK (cont)	Tinley Park C.S.D. 146	Elem.	2,692	166	2.984	16	16,557	885	124	673.52
	Harvey S.D. 147	Elem.	3,180	136	2.396	85	20,937	726	308	843.38
	Dolton S.D. 148	Elem.	2,931	153	1.720	288	32,303	411	620	768.04
	Dolton S.D. 149	Elem.	4,636	83	2.744	34	18,679	812	207	712.63
	South Holland S.D. 150	Elem.	2,102	214	2.402	84	19,655	770	281	730.00
	South Holland S.D. 151	Elem.	1,861	250	2.100	158	29,604	469	530	895.04
	Harvey S.D. 152	Elem.	3,667	111	2.030	181	25,427	584	484	689.58
	Hazel Crest S.D. 152-5	Elem.	1,845	254	2.650	47	15,706	914	145	731.43
	Homewood S.D. 153	Elem.	2,898	154	2.540	62	24,409	619	356	871.36
	Thornton S.D. 154	Elem.	831	487	2.528	64	16,128	900	179	742.40
	Burnham S.D. 154-5	Elem.	282	736	1.650	307	19,917	758	470	855.18
	Calumet City S.D. 155	Elem.	1,102	404	2.034	180	26,085	561	492	812.11
	Calumet City S.D. 156	Elem.	815	494	1.400	383	26,705	546	626	645.82
	Hoover-Schrumm Memorial S.D. 157	Elem.	1,528	307	2.198	132	27,177	528	480	767.86
	Lansing S.D. 158	Elem.	2,979	150	2.324	107	24,707	609	410	765.00
	Siedan Prairie S.D. 159	Elem.	302	728	2.516	67	30,611	445	473	840.66
	Country Club Hills S.D.160	Elem.	1,317	358	2.864	27	12,262	995	59	650.48

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COOK (cont)	Flossmoor S.D. 161	Elem.	3,601	115	2.760	33	23,731	645	301	889.24
	Matteson S.D. 162	Elem.	3,426	124	3.116	7	19,299	784	164	842.12
	Park Forest S.D. 163	Elem.	4,635	84	3.080	11	16,225	896	108	842.33
	Brookwood S.D. 167	Elem.	1,832	256	2.404	83	21,611	702	321	844.49
	Com. Cons. S.D. 168	Elem.	2,511	177	3.150	6	7,640	1,063	9	603.52
	East Chicago Hts. S.D. 169	Elem.	2,121	210	2.570	59	23,316	657	327	923.95
	Chicago Heights S.D. 170	Elem.	4,819	77	2.216	125	32,355	409	543	1043.34
	Sunnybrook S.D. 171	Elem.	973	443	2.722	38	15,238	927	128	748.62
	Sandridge S.D. 172	Elem.	172	795	2.164	144	24,384	621	442	852.47
	Steger S.D. 194	Elem.	2,677	167	2.516	67	15,728	913	171	780.20
	Oak Park- River Forest S.D. 200	Sec.	4,383	89	2.226	24	83,834	64	753	1760.32
	J.S. Morton H.S.D. 201	Sec.	7,047	47	1.762	62	104,583	31	801	1506.89
	Evanston T.H.S.D. 202	Sec.	5,142	74	2.462	13	90,948	50	749	2231.96
	New Trier T.H.S.D. 203	Sec.	6,389	55	2.312	18	74,504	92	727	1800.77
	Lyons T.H.S.D. 204	Sec.	5,220	72	2.322	17	81,893	68	739	1540.89
	Thornton T.H.S.D. 205	Sec.	10,537	24	2.298	19	52,514	199	661	1280.77
	Bloom T.H.S.D. 206	Sec.	4,682	80	1.944	40	70,407	104	746	1565.41

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COOK (cont)	Maine T.H.S.D. 207	Sec.	11,619	19	2.484	11	66,974	119	690	1749.33
	Riverside Brookfield T.H.S.D. 208	Sec.	1,935	234	2.246	22	64,698	129	706	1248.01
	Proviso T.H.S.D. 209	Sec.	8,486	34	1.826	54	85,356	58	780	1413.92
	Lemont T.H.S.D. 210	Sec.	598	596	2.010	36	75,641	87	753	1313.57
	Palatine T.H.S.D. 211	Sec.	7,388	39	2.736	4	53,999	191	634	1373.38
	Leyden C.H.S.D. 212	Sec.	4,522	86	1.454	101	138,701	13	831	1602.34
	Township H.S.D. 214	Sec.	17,419	8	2.474	12	61,593	146	675	1466.75
	Thornton Fractional T.H.S.D. 215	Sec.	4,277	95	1.930	42	44,841	262	666	1185.22
	Argo C.H.S.D. 217	Sec.	1,912	238	1.678	77	90,938	51	794	1479.59
	Worth C.H.S.D. 218	Sec.	7,239	42	2.328	16	62,493	141	689	1453.77
	Niles T.H.S.D. 219	Sec.	7,898	38	1.936	41	101,513	34	791	1897.48
	Reavis T.H.S.D. 220	Sec.	2,807	157	1.744	66	91,369	48	791	1562.60
	Glenbrook H.S.D. 225	Sec.	4,673	81	2.926	1	77,702	76	686	1745.49
	Rich T.H.S.D. 227	Sec.	4,304	92	2.842	2	39,390	312	526	1236.61
	Bremen C.H.S.D. 228	Sec.	6,319	56	2.580	7	36,165	351	529	1316.50
	Oak Lawn C.H.S.D. 229	Sec.	3,056	145	2.290	20	53,869	192	669	1363.33
	Palos Hills C.H.S.D. 230	Sec.	4,275	96	2.592	6	47,111	240	510	1267.42

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COOK (cont)	Lyons S.D. 103	Elem.	2,604	169	1.418	378	76,959	81	795	936.01
	Summit S.D. 104	Elem.	1,771	263	1.754	275	54,490	188	720	995.47
	La Grange S.D. 105	Elem.	1,434	325	2.266	117	67,948	113	713	957.65
	Evergreen Park C.H.S.D.231	Sec.	1,721	272	2.244	23	64,133	134	704	1332.72
	Homewood Flossmoor C.H.S.D. 233	Sec.	3,646	112	2.678	5	45,583	254	592	1367.14
	Ridgewood C.H.S.D. 234	Sec.	1,682	277	2.806	3	61,729	143	654	1233.15
	City of Chicago S.D. 299	Unit	573,480	1	2.710	180	26,002	566	355	1240.49
	Elmwood Park C.U.S.D. 401	Unit	3,587	116	3.460	28	26,141	559	245	1004.44
CRAWFORD 17	Hutsonville C.U.S.D. 1	Unit	504	639	2.181	366	32,461	408	550	982.51
	Robinson C.U.S.D. 2	Unit	2,483	181	2.480	284	19,908	760	273	906.33
	Palestine C.U.S.D. 3	Unit	627	583	2.499	276	17,629	858	217	952.04
	Oblong C.U.S.D. 4	Unit	1,070	414	2.867	132	16,318	893	136	799.00*
CUMBERLAND 18	Neoga C.U.S.D. 3	Unit	987	438	2.570	241	17,474	866	206	929.37
	Cumberland C.U.S.D. 77	Unit	1,426	326	2.475	285	16,335	891	191	862.85

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DEKALB 19	Genoa-Kingston C.U.S.D. 424	Unit	1,385	340	2.643	202	18,837	803	221	880.13
	Shabbona C.U.S.D. 425	Unit	710	541	2.528	263	37,627	331	550	1129.88
	Hiawatha C.U.S.D. 426	Unit	726	536	2.894	120	24,163	629	290	1121.02
	Sycamore C.U.S.D. 427	Unit	2,772	158	3.489	27	19,977	755	138	1109.62
	DeKalb C.U.S.D. 428	Unit	4,697	79	4.063	5	24,511	614	154	1362.23
	Hinckley-Big Rock C.U.S.D. 429	Unit	971	444	2.556	250	27,852	507	423	998.21
	Sandwich C.U.S.D. 430	Unit	1,864	248	2.871	129	17,764	853	163	901.08
	Waterman C.U.S.D. 431	Unit	518	632	2.983	96	31,828	419	412	1232.63
	Somonauk C.U.S.D. 432	Unit	561	613	3.564	22	29,111	478	280	1012.65
	Malta C.U.S.D. 433	Unit	459	658	3.225	51	25,140	601	259	1269.41
DEWITT 20	Wapella C.U.S.D. 5	Unit	397	688	2.541	256	41,707	286	580	984.19
	Clinton C.U.S.D. 15	Unit	2,533	176	3.090	72	20,686	735	198	1047.40
	Farmer City-Mansfield C.U.S.D. 17	Unit	1,173	388	2.290	344	38,531	321	588	1265.29
DOUGLAS 21	Tuscola C.U.S.D. 301	Unit	1,624	286	1.948	384	35,285	363	609	912.65
	Villa Grove C.U.S.D. 302	Unit	1,101	405	2.155	371	23,539	651	425	870.24

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DOUGLAS (cont)	Newman C.U.S.D. 303	Unit	391	691	2.124	374	48,667	219	663	1167.36
	Arthur C.U.S.D. 305	Unit	887	468	2.429	305	32,301	412	509	884.55
	Arcola C.U.S.D. 306	Unit	1,004	434	1.986	383	32,710	397	581	877.16
DUPAGE 22	Bensenville S.D. 2	Elem.	2,945	152	2.281	114	25,372	588	435	874.14
	Elmhurst S.D. 3	Elem.	1,688	275	2.652	46	26,375	554	377	1022.43
	Addison S.D. 4	Elem.	5,379	63	2.597	56	23,843	641	332	907.07
	Wooddale S.D. 7	Elem.	1,602	293	2.723	37	19,534	772	223	874.21
	Itasca S.D. 10	Elem.	1,135	398	2.484	71	24,970	604	382	887.70
	Medinah S.D. 11	Elem.	768	515	2.088	163	29,024	480	527	775.52
	Roselle S.D. 12	Elem.	1,317	358	2.667	44	19,704	766	235	852.50
	Bloomingdale S.D. 13	Elem.	735	531	2.466	74	23,228	659	347	833.20
	Marquardt S.D. 15	Elem.	2,172	202	2.927	18	12,617	993	61	715.03
	Queen Bee S.D. 16	Elem.	2,235	198	3.353	97	9,363	1,048	19	818.34
	Keeneyville S.D. 20	Elem.	131	828	2.626	51	19,736	763	242	952.44
	Benjamin S.D. 25	Elem.	295	733	2.436	78	31,715	423	501	831.32
	McAuley S.D. 27	Elem.	20	889	0.498	427	348,243	2	849	1583.29

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
DUPAGE (cont)	West Chicago S.D. 33	Elem.	2,704	162	2.828	29	22,839	672	276	881.68
	Winfield S.D. 34	Elem.	723	538	2.199	131	18,995	792	304	710.22
	Glen Ellyn S.D. 41	Elem.	4,318	91	2.559	60	28,116	504	429	1054.81
	Lombard S.D. 44	Elem.	5,766	65	2.301	111	22,828	674	374	864.35
	Villa Park S.D. 45	Elem.	6,539	49	2.598	55	22,543	684	305	881.32
	Elmhurst S.D. 46	Elem.	6,211	59	2.148	148	32,644	400	558	985.55
	Salt Creek S.D. 48	Elem.	1,233	375	2.428	79	43,404	276	606	1011.98
	Butler S.D. 53	Elem.	655	567	2.174	139	77,497	78	742	1312.95
	Downers Grove S.D. 58	Elem.	6,281	58	2.384	91	26,003	565	424	886.18
	Maercker S.D. 60	Elem.	940	451	2.688	41	26,694	547	375	928.88
	Darien S.D. 61	Elem.	2,336	194	2.645	48	16,107	903	159	750.15
	Gower S.D. 62	Elem.	794	504	2.393	87	26,924	538	440	946.16
	Cass S.D. 63	Elem.	464	656	2.312	110	20,180	748	307	946.43
	Bromberek S.D. 65	Elem.	274	741	2.165	143	21,580	704	379	823.85
	Center Cass S.D. 66	Elem.	807	498	2.807	31	18,985	793	204	834.96
	Woodridge S.D. 68	Elem.	3,745	106	2.696	39	14,890	936	122	702.61
	Puffer S.D. 69	Elem.	613	588	1.891	225	31,225	433	582	797.93

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
DUPAGE (cont)	Hinsdale T.H.S.D. 86	Sec.	4,143	98	1.987	37	67,649	116	734	1497.09
	Glenbard T.H.S.D. 87	Sec.	7,316	41	2.493	10	54,976	185	655	1377.39
	Elmhurst C.H.S.D. 88	Sec.	9,394	30	1.830	53	63,077	138	735	1392.26
	Glen Ellyn C.C.S.D. 89	Elem.	2,697	164	3.084	10	25,331	590	283	924.07
	Carol Stream C.C.S.D. 93	Elem.	1,318	357	2.488	69	19,663	769	265	883.49
	West Chicago C.H.S.D. 94	Sec.	1,413	329	2.220	26	68,884	109	720	1373.11
	Downers Grove C.H.S.D. 99	Sec.	5,082	75	1.898	46	57,967	165	716	1329.96
	Fenton C.H.S.D. 100	Sec.	1,785	261	1.861	50	59,694	157	725	1184.22
	Lake Park C.H.S.D. 108	Sec.	1,968	229	2.347	15	51,533	201	654	1101.24
	Palisades C.C.S.D. 180	Elem.	632	580	2.221	124	19,697	767	314	737.86
	Hinsdale C.C.S.D. 181	Elem.	3,406	125	2.151	147	39,538	311	614	1063.13
	Wheaton C.U.S.D. 200	Unit	11,327	21	4.431	2	18,541	821	54	917.94
	Westmont C.U.S.D. 201	Unit	1,958	230	2.175	368	25,211	595	453	899.80
	Lisle C.U.S.D. 202	Unit	2,474	184	4.125	4	18,164	838	68	N.A.
	Naperville C.U.S.D. 203	Unit	8,373	36	3.974	7	22,056	696	124	N.A.
	West Naperville C.U.S.D. 204	Unit	1,162	391	N.A.	---	N.A.	---	---	N.A.

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
EDGAR 23	Edgar Co. C.U.S.D. 2	Unit	572	609	2.130	373	58,525	162	695	1177.61
	Kansas C.U.S.D. 3	Unit	436	668	2.418	311	42,970	279	604	1144.49
	Paris C.U.S.D. 4	Unit	772	512	2.175	368	32,528	404	552	562.63
	Chrisman C.U.S.D. 6	Unit	601	593	N.A.		N.A.	---		N.A.
	Paris S.D. 95	Unit	2,150	206	2.547	253	14,270	955	129	886.97
EDWARDS 24	Edwards Co. C.U.S.D. 1	Unit	1,388	338	2.314	338	20,540	742	315	894.58
EFFINGHAM 25	Altamont C.U.S.D. 10	Unit	786	506	2.465	292	23,269	658	349	774.25
	Beecher City C.U.S.D. 20	Unit	577	607	2.244	356	22,756	676	389	878.66
	Dieterich C.U.S.D. 30	Unit	599	595	1.771	390	23,208	660	505	755.28
	Effingham C.U.S.D. 40	Unit	2,698	163	2.619	217	16,972	877	182	852.77
	Teutopolis C.U.S.D. 50	Unit	1,373	343	2.450	298	12,872	989	106	766.94
FAYETTE 26	Brownstown C.U.S.D. 201	Unit	540	624	2.780	151	18,152	842	187	926.33
	St. Elmo C.U.S.D. 202	Unit	702	546	2.284	345	29,662	465	499	984.49
	Vandalia C.U.S.D. 203	Unit	2,094	217	2.790	148	18,510	823	196	802.46

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
FAYETTE (cont)	Ramsey C.U.S.D. 204	Unit	596	597	2.810	142	18,899	798	202	993.01
	Farina-LaGrove C.U.S.D. 206	Unit	457	660	2.656	198	26,082	562	368	1005.72
FORD 27	Gibson City C.U.S.D. 1	Unit	1,336	353	2.457	294	30,167	452	477	997.38
	Paxton C.U.S.D. 2	Unit	1,601	294	2.453	295	19,344	783	264	890.42
	Roberts-Thawville C.U.S.D. 3	Unit	347	712	2.343	334	40,715	298	599	1205.63
	Melvin-Sibley C.U.S.D. 4	Unit	430	673	2.559	247	47,171	238	616	1195.92
	Piper City C.U.S.D. 5	Unit	388	693	2.590	233	36,031	354	527	1107.91
FRANKLIN 28	Mulkeytown C.C.S.D. 32	Elem.	153	810	2.020	184	9,789	1,038	84	648.78
	Christopher S.D. 34	Elem.	578	606	1.420	377	11,682	1,012	284	722.85
	Flatts S.D. 37	Elem.	20	889	1.420	377	86,454	55	804	1196.50
	Christopher Com. H.S.D.38	Sec.	301	729	1.900	45	25,756	574	517	998.93
	Benton C.C.S.D. 47	Elem.	1,373	343	2.100	158	13,889	964	194	786.18
	Thompsonville S.D. 62	Elem.	195	780	1.790	259	21,180	719	461	839.63
	Akin C.C.S.D. 91	Elem.	114	841	1.370	390	50,802	204	750	764.48
	Benton C.H.S.D. 103	Sec.	750	524	1.560	90	46,753	242	712	1049.25

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FRANKLIN (cont)	Logan C.C.S.D. 110	Elem.	85	863	2.100	158	22,939	667	426	848.87
	Thompsonville C.H.S.D.112	Sec.	106	846	1.660	79	38,827	318	668	927.73
	Ewing Northern C.C.S.D. 115	Elem.	160	805	1.760	272	25,246	594	536	808.80
	West Frankfort C.U.S.D. 168	Unit	2,696	165	3.390	35	8,282	1,060	10	856.87
	Zeigler-Royalton C.U.S.D. 188	Unit	878	470	3.770	17	7,412	1,065	4	846.66
	Sesser C.U.S.D. 196	Unit	909	460	3.190	56	13,302	979	53	780.53
	"									
FULTON 29	Astoria C.U.S.D. 1	Unit	621	585	2.403	319	23,030	666	354	997.54
	V.I.T. C.U.S.D. 2	Unit	731	534	2.301	343	26,854	542	456	1072.90
	Cuba C.U.S.D. 3	Unit	961	445	2.742	172	18,115	843	192	932.76
	Fairview-Spoon River C.U.S.D. 4	Unit	890	466	2.437	302	26,742	543	428	975.06
	Canton S.D. 66	Unit	4,188	97	2.614	220	20.340	746	257	864.63
	St. David S.D. 87	Elem.	147	814	1.250	414	9,229	1,050	235	512.92
	Dunfermline S.D. 88	Elem.	75	871	1.459	366	14,101	960	359	552.59
	Lewistown S.D. 141	Elem.	764	518	1.631	311	22,788	675	528	735.33
	Avon C.U.S.D. 176	Unit	585	600	2.421	310	27,259	527	441	951.17
	Farmington East C.U.S.D. 324	Unit	1,941	232	2.590	233	18,457	825	221	802.14

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FULTON (cont)	South Fulton Cons. S.D. 330	Elem.	109	845	1.285	408	43,435	275	733	710.34
	Prichard-Clark C.S.D. 340	Elem.	102	850	1.507	351	28,080	505	618	735.05
	Lewistown C.H.S.D. 341	Sec.	430	673	1.668	78	60,143	153	745	1133.31
GALLATIN 30	North Gallatin C.U.S.D. 1	Unit	598	596	2.218	362	28,534	495	494	999.43
	Southeast Gallatin C.U.S.D. 2	Unit	695	550	2.110	376	18,017	848	298	894.93
	Equality C.U.S.D. 4	Unit	306	727	2.725	176	18,594	819	208	1021.18
GREENE 31	Carrollton C.U.S.D. 1	Unit	1,083	409	2.534	260	22,645	683	318	934.43
	North Green C.U.S.D. 3	Unit	1,902	240	2.415	313	16,153	899	197	867.57
	Greenfield C.U.S.D. 10	Unit	856	476	2.511	269	24,640	610	367	913.39
GRUNDY 32	Coal City C.U.S.D. 1	Unit	1,360	347	2.334	336	64,329	132	696	844.70
	Kinsman C.C.S.D. 7C	Elem.	93	856	1.514	350	65,839	124	771	922.06
	Verona C.C.S.D. 10C	Elem.	110	844	1.734	283	46,747	243	690	940.39
	Nettle Creek C.C.S.D. 24C	Elem.	110	844	1.159	416	77,550	77	811	874.34
	Goodfarm C.C.S.D. 35C	Elem.	102	850	1.455	367	71,138	102	784	901.70

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GRUNDY (cont)	Mazon C.C.S.D. 40C	Elem.	281	737	1.586	325	55,109	184	736	949.47
	Morris S.D. 54	Elem.	1,651	283	1.854	235	26,729	544	539	884.55
	Saratoga C.C.S.D. 60C	Elem.	429	674	2.000	190	30,708	441	563	719.02
	Gardner C.C.S.D. 72C	Elem.	274	741	1.969	199	26,983	534	521	694.82
	Gardner S. Wilmington T.H.S.D. 73	Sec.	276	740	1.769	60	62,616	139	740	1185.06
	South Wilmington Cons. S.D. 74	Elem.	137	822	1.667	301	29,272	472	601	851.29
	Braceville S.D. 75	Elem.	332	718	2.382	92	8,924	1052	36	736.70
	Mazon Twp. H.S.D. 97	Sec.	211	774	1.585	88	116,566	26	819	1551.95
	Morris Com. H.S.D. 101	Sec.	979	441	1.390	113	61,704	145	774	992.77
	Minooka Com. H.S.D. 111	Sec.	460	657	1.214	133	144,048	12	838	1334.36
	Minooka C.C.S.D. 201	Elem.	754	521	1.295	405	51,162	202	762	791.73
HAMILTON 33	Hamilton Co. C.U.S.D. 10	Unit	1,713	273	2.580	235	18,681	811	229	700.00*
HANCOCK 34	Warsaw C.U.S.D. 316	Unit	781	508	2.662	193	21,316	710	272	1049.32
	Plymouth C.C.S.D. 319	Unit	351	710	2.642	204	22,733	677	302	920.26
	Nauvoo-Colusa C.U.S.D. 325	Unit	610	590	2.613	221	28,549	494	426	1124.07

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HANCOCK (cont)	Hamilton C.C.S.D. 328	Unit	1,064	417	2.537	259	23,068	665	328	897.18
	LaHarpe C.U.S.D. 335	Unit	665	561	2.895	119	28,299	498	365	1201.74
	Dallas City C.U.S.D. 336	Unit	602	592	3.246	49	13,824	968	57	939.10
	Southeastern C.C.S.D. 337	Unit	632	580	2.614	220	32,175	416	478	1056.30
	Carthage C.U.S.D. 338	Unit	1,261	371	2.590	233	24,340	623	346	630.41*
HARDIN 35	Rosiclare C.U.S.D. 1	Unit	635	578	2.617	219	12,912	988	90	898.18
	Cave-In-Rock C.U.S.D. 2	Unit	514	635	3.519	26	14,751	940	55	1140.58
HENDERSON 36	Union-Oquawka C.U.S.D. 115	Unit	1,049	421	2.870	130	19,726	764	211	958.39
	Southern C.U.S.D. 120	Unit	742	529	2.743	171	35,509	361	497	1084.91*
HENRY 37	Briar Bluff S.D. 157	Elem.	184	788	2.284	113	4,917	1071	6	682.27
	Colona S.D. 190	Elem.	871	473	2.099	159	6,701	1067	27	663.84
	Orion C.U.S.D. 223	Unit	1,332	355	2.980	98	21,995	697	234	884.39
	Galva C.U.S.D. 224	Unit	1,153	395	2.474	286	23,742	644	355	906.36
	Alwood C.U.S.D. 225	Unit	828	488	2.281	346	28,958	483	489	891.57

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HENRY (cont)	Annawan C.U.S.D. 226	Unit	743	528	2.262	352	32,004	418	531	966.26
	Cambridge C.U.S.D. 227	Unit	825	489	2.634	208	25,629	579	363	1009.39
	Geneseo C.U.S.D. 228	Unit	3,014	148	2.711	179	19,354	782	222	891.31
	Kewanee C.U.S.D. 229	Unit	2,741	159	2.588	248	16,213	897	173	848.37
	Wethersfield C.U.S.D. 230	Unit	1,067	415	2.775	154	15,086	931	119	836.11
	Atkinson C.U.S.D. 233	Unit	478	649	2.758	163	25,246	594	331	1005.82
IROQUOIS 38	Onarga C.U.S.D. 1	Unit	414	681	2.648	200	31,415	428	463	1084.69
	Gilman C.U.S.D. 2	Unit	795	503	2.611	224	32,704	398	484	964.70
	Donovan C.U.S.D. 3	Unit	853	479	2.306	341	29,864	461	497	998.31
	Central C.U.S.D. 4	Unit	1,853	251	2.641	205	20,890	728	266	830.55
	Sheldon C.U.S.D. 5	Unit	483	646	2.492	281	29,128	477	457	920.60
	Cissna Park C.U.S.D. 6	Unit	517	633	2.150	372	36,095	352	586	1070.49
	Wellington C.U.S.D. 7	Unit	300	730	2.406	318	46,603	244	629	1088.20
	Buckley-Loda C.U.S.D. 8	Unit	394	690	2.217	363	40,416	301	611	1174.98
	Iroquois Co. C.U.S.D. 9	Unit	1,868	246	3.803	14	18,610	817	89	965.51
	Milford Twp. H.S.D. 233	Sec.	245	755	1.417	110	84,773	59	802	1137.77

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IROQUOIS (cont)	Crescent Iroquois C.D. 252	Sec.	86	862	1,772	58	127,987	20	818	1646.74
	Stockland C.C.S.D. 253	Unit	98	852	1,931	385	59,297	159	717	1594.98
	Crescent City C.C.S.D. 275	Elem.	195	780	1,651	306	66,023	123	764	1030.35
	Milford C.C.S.D. 280	Elem.	399	687	1,936	210	25,389	587	505	739.23
	Bryce-Ash Grove C.C.S.D. 284	Elem.	87	861	1,666	302	72,804	96	772	1098.33
JACKSON 39	DeSoto Cons. S.D. 86	Elem.	191	782	2,337	103	13,045	986	127	771.55
	Carbondale S.D. 95	Elem.	2,218	199	2,100	158	28,813	489	522	1030.66
	Giant City C.C.S.D. 130	Elem.	266	747	2,480	72	10,707	1029	62	778.13
	Unity Point C.C.S.D. 140	Elem.	620	586	2,170	140	9,423	1047	64	710.00
	Glendale C.C.S.D. 160	Elem.	94	855	1,870	228	30,700	444	580	891.72
	Carbondale Com. H.S.D. 165	Sec.	1,403	331	2,030	34	54,232	189	688	1708.25
	Mississippi Valley C.U.S.D. 166	Unit	265	748	2,930	111	23,513	652	273	1213.79
	Trico C.U.S.D. 176	Unit	1,182	385	2,795	146	14,380	953	98	878.62
	Murphysboro C.U.S.D. 186	Unit	3,161	137	3,325	40	9,549	1044	20	944.69
	Elverado C.U.S.D. 196	Unit	718	539	3,350	39	11,404	1018	28	976.63

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JASPER 40	Jasper Co. C.U.S.D. 1	Unit	2,486	180	2.260	353	25,149	597	435	799.06*
JEFFERSON 41	Waltonville C.U.S.D. 1	Unit	435	669	2.839	138	27,278	526	356	986.61
	Rome C.C.S.D. 2	Elem.	265	748	1.453	368	17,517	862	469	659.88
	Field C.C.S.D. 3	Elem.	215	771	1.813	248	16,084	905	315	824.65
	Woodlawn C.C.S.D. 4	Elem.	285	735	1.794	257	22,432	686	483	810.86
	Belle Rive C.C.S.D. 5	Elem.	118	838	1.447	370	24,614	611	591	718.74
	Grand Prairie C.C.S.D. 6	Elem.	104	848	1.476	360	22,911	669	565	653.61
	Dodds C.C.S.D. 7	Elem.	138	821	2.138	150	11,212	1025	104	716.99
	Ina C.C.S.D. 8	Elem.	136	823	1.688	298	15,114	930	319	648.21
	Opdyke C.C.S.D. 9	Elem.	126	833	1.657	305	15,566	918	346	678.91
	McClellan C.C.S.D. 12	Elem.	76	870	1.799	255	18,321	830	393	705.31
	Old Union S.D. 50	Elem.	113	842	1.357	394	20,014	753	546	710.14
	Summersville S.D. 79	Elem.	369	701	1.823	244	8,799	1054	83	666.62
	Mt. Vernon S.D. 80	Elem.	2,478	183	1.755	274	18,108	844	398	762.52
	Bethel S.D. 82	Elem.	119	837	2.186	136	12,026	1001	121	808.79
	Farrington C.C.S.D. 99	Elem.	105	847	1.670	300	19,462	779	114	577.67

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JEFFERSON (cont)	Bluford C.C.S.D. 114	Elem.	301	729	1.728	36	14,518	946	293	702.88
	Mt. Vernon T.H.S.D. 201	Sec.	1,787	260	1.518	93	40,731	297	689	1049.10
	Webber T.H.S.D. 204	Sec.	154	809	1.733	68	44,184	267	677	1146.92
	Woodlawn C.H.S.D. 205	Sec.	127	832	2.020	35	56,988	172	702	995.80
JERSEY 42	Jerseyville C.U.S.D. 100	Unit	4,083	101	2.874	128	16,117	902	130	915.41
JODAVIESS 43	East Dubuque Unit S.D. 119	Unit	763	519	2.875	127	20,632	738	224	976.02
	Galena Unit S.D. 120	Unit	1,186	384	2.803	143	11,786	1009	56	835.63
	Warren C.U.S.D. 205	Unit	818	491	2.529	262	19,023	790	243	988.10
	Stockton C.U.S.D. 206	Unit	1,151	396	2.494	280	18,942	797	247	884.20
	Elizabeth C.U.S.D. 208	Unit	435	669	2.469	289	22,910	670	339	860.52
	Scales Mound C.U.S.D. 211	Unit	362	705	2.717	178	19,670	768	229	920.38
	Hanover C.U.S.D. 212	Unit	486	644	2.580	236	14,143	958	120	911.68
JOHNSON 44	Tunnel Hill C.C.S.D. 2C	Elem.	56	886	1.551	337	28,732	490	617	753.60
	New Burnside S.D. 3	Elem.	149	813	2.128	153	9,283	1049	66	729.51

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
JOHNSON (cont)	Goreville S.D. 18	Elem.	231	763	1.778	264	18,162	839	394	720.81
	Simpson S.D. 27	Elem.	75	871	1.522	348	13,320	978	309	713.87
	Buncombe Cons. S.D. 43	Elem.	76	870	1.334	398	25,144	599	621	821.62
	Vienna S.D. 55	Elem.	395	689	1.831	240	20,829	729	446	828.02
	Cypress S.D. 64	Elem.	182	789	1.340	396	21,759	700	576	782.77
	Goreville T.H.S.D. 71	Sec.	103	849	1.984	38	56,807	173	705	1166.61
	Vienna T.H.S.D. 133	Sec.	414	681	1.619	85	45,057	259	698	943.97
KANE 45	Elgin Unit S.D. 46	Unit	24,644	4	4.269	3	16,554	886	42	959.11
	Batavia Unit S.D. 101	Unit	2,840	156	3.837	10	18,100	845	79	995.01
	Aurora West U.S.D. 129	Unit	10,742	22	3.410	33	20,677	736	157	1027.95
	Aurora East U.S.D. 131	Unit	10,118	25	3.124	67	18,167	837	142	882.97
	Dundee C.U.S.D. 300	Unit	12,419	13	3.677	18	13,447	976	35	944.74
	Central C.U.S.D. 301	Unit	942	450	3.285	43	27,164	529	286	1079.51
	Kaneland C.U.S.D. 302	Unit	2,338	192	3.270	45	21,238	718	184	940.00
	St. Charles C.U.S.D. 303	Unit	5,812	64	3.820	13	20,623	739	115	957.62
	Geneva C.U.S.D. 304	Unit	2,692	166	3.292	42	24,392	620	236	1034.14

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Kankakee 46	Momence C.U.S.D. 1	Unit	1,936	233	2.675	187	18,518	822	213	783.45
	Herscher C.U.S.D. 2	Unit	2,569	173	2.517	268	25,249	593	381	844.29
	R.U.C.E. C.U.S.D. 3	Unit	559	614	2.157	370	32,551	403	554	970.93
	Manteno C.U.S.D. 5	Unit	1,277	368	2.264	350	20,968	725	337	776.77
	Grant Park C.U.S.D. 6	Unit	682	556	2.071	378	30,400	448	545	824.67
	Bourbonnais S.D. 53	Elem.	1,654	281	2.027	182	15,457	922	250	651.55
	Bradley S.D. 61	Elem.	1,724	270	2.020	184	28,223	501	528	708.27
	Kankakee S.D. 111	Unit	7,712	40	2.876	126	21,031	722	232	1132.03
	St. Anne C.C.S.D. 256	Elem.	411	683	1.716	290	33,616	384	633	980.20
	St. George C.C.S.D. 258	Elem.	151	812	2.191	134	28,469	496	499	639.73
	Pembroke C.C.S.D. 259	Elem.	1,174	387	2.580	58	6,666	1068	14	879.69
	Wichert C.C.S.D. 262	Elem.	203	777	2.313	109	24,409	619	406	894.44
	St. Anne C.H.S.D. 302	Sec.	652	570	1.693	72	45,788	252	691	1086.44
	Bradley Bourbonnais C.H.S.D. 307	Sec.	1,502	311	1.742	67	54,184	190	721	1015.52
KENDALL 47	Newark C.H.S.D. 18	Sec.	224	765	1.430	108	93,770	44	188	1350.29
	Newark C.C.S.D. 66	Elem.	310	726	1.579	327	38,240	324	671	1034.20

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KENDALL (cont)	Plano C.U.S.D. 88	Unit	1,568	301	2,630	209	18,581	829	218	821.14
	Lisbon C.C.S.D. 90	Elem.	168	798	1,524	347	52,100	200	29	893.49
	Yorkville C.U.S.D. 115	Unit	1,923	236	3,007	90	18,664	813	167	883.62
	Oswego C.U.S.D. 308	Unit	3,522	121	3,163	60	20,598	741	185	797.68
KNOX 48	Knoxville C.U.S.D. 202	Unit	1,344	351	2.751	167	21,022	723	252	898.38
	Galesburg C.U.S.D. 205	Unit	8,827	32	2.629	210	19,532	773	237	879.29
	Yates City C.U.S.D. 207	Unit	431	672	2.368	328	26,964	536	447	1066.37
	Rova C.U.S.D. 208	Unit	1,086	407	2.228	360	32,490	405	542	859.06
	Williamsfield C.U.S.D. 210	Unit	432	671	2.411	314	25,013	602	400	991.40
	Abingdon C.U.S.D. 217	Unit	1,489	314	2.499	276	16,077	906	180	774.08
LAKE 49	Winthrop Harbor S.D. 1	Elem.	1,097	406	1.750	276	15,478	921	312	674.26
	Beach Park C.C.S.D. 3	Elem.	1,606	291	1.967	200	24,472	615	482	794.06
	Zion S.D. 6	Elem.	3,699	108	2.080	165	15,571	917	240	735.39
	Lotus S.D. 10	Elem.	230	764	2.104	157	20,667	737	368	668.73
	Newport C.C.S.D. 11	Elem.	266	747	1.663	303	31,067	435	619	699.06

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LAKE (cont)	Millburn C.C.S.D. 24	Elem.	163	802	2.063	171	41,855	285	638	850.90
	Emmons S.D. 33	Elem.	241	756	2.197	133	27,825	511	488	651.21
	Antioch C.C.S.D. 34	Elem.	1,633	285	2.118	155	30,705	442	541	918.34
	Grass Lake S.D. 36	Elem.	325	721	1.814	247	27,323	523	553	683.63
	Gavin S.D. 37	Elem.	1,066	416	2.167	142	19,546	771	323	693.86
	Big Hollow S.D. 38	Elem.	528	628	1.768	271	30,438	447	595	667.66
	Lake Villa C.C.S.D. 41	Elem.	1,599	295	2.249	119	18,876	800	292	845.86
	Grayslake C.C.S.D. 46	Elem.	851	480	1.986	196	25,916	571	503	790.29
	Avon Center S.D. 47	Elem.	466	654	2.410	82	18,153	841	244	739.51
	Woodland C.C.S.D. 50	Elem.	2,677	167	1.981	198	18,871	802	352	682.86
	Gurnee S.D. 56	Elem.	802	500	1.987	195	32,489	406	579	957.43
	Spaulding S.D. 58	Elem.	601	593	2.191	134	17,717	854	277	815.69
	Waukegan C.U.S.D. 60	Unit	15,102	9	3.222	52	21,246	717	190	1069.92
	North Chicago S.D. 63	Elem.	769	514	1.795	256	39,057	314	652	959.76
	North Chicago S.D. 64	Elem.	3,804	105	1.542	340	11,720	1010	248	917.27
	Lake Bluff S.D. 65	Elem.	1,253	373	2.317	108	34,220	375	547	977.91
	Lake Forest S.D. 67	Elem.	1,997	225	2.136	151	67,729	115	723	1320.14

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LAKE (cont)	Oak Grove S.D. 68	Elem.	498	640	1.984	197	49,406	217	675	665.78
	Libertyville S.D. 70	Elem.	2,406	188	2.620	54	29,160	475	436	905.03
	Rondout S.D. 72	Elem.	128	831	1.864	230	55,628	180	711	917.38
	Hawthorn C.C.S.D. 73	Elem.	751	523	2.348	98	30,850	438	506	810.06
	Mundelein S.D. 75	Elem.	2,360	191	2.338	102	16,901	879	228	730.37
	Diamond Lake S.D. 76	Elem.	927	455	2.205	128	20,769	732	347	781.21
	Fremont S.D. 79	Elem.	476	651	2.185	137	45,226	257	644	1000.90
	Lake Zurich C.U.S.D. 95	Unit	2,534	175	4.036	6	18,184	836	73	1034.91
	Kildeer Countryside C.C.S.D. 96	Elem.	920	458	2.594	57	39,662	309	561	1051.57
	Aptakisic Tripp C.C.S.D. 102	Elem.	325	721	2.055	173	39,035	315	624	936.97
	Lincolnshire Prairieview S.D. 103	Elem.	1,228	377	2.671	42	36,780	343	524	805.34
	Bannockburn S.D. 106	Elem.	208	775	2.527	65	47,233	237	619	1079.79
	Highland Park S.D. 107	Elem.	1,344	351	2.916	21	46,388	248	568	1369.48
	Highland Park S.D. 108	Elem.	3,438	122	3.089	8	35,487	362	449	1129.85
	Deerfield S.D. 109	Elem.	2,237	197	2.625	52	36,035	353	523	1107.37
	Wilmot S.D. 110	Elem.	1,757	265	2.900	22	27,161	530	343	999.36
	Highwood-Highland Park S.D. 111	Elem.	1,558	303	2.262	118	24,355	622	416	1089.22

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LAKE (cont)	Highland Park T.H.S.D. 113	Sec.	5,080	76	2.355	14	71,913	99	716	1543.17
	Fox Lake S.D. 114	Elem.	662	563	1.964	201	30,080	457	562	710.85
	Lake Forest C.H.S.D. 115	Sec.	1,651	283	2.031	33	110.656	29	795	1784.36
	Round Lake C.U.S.D. 116	Unit	3,668	110	3.828	11	9,721	1041	12	678.32
	Antioch C.H.S.D. 117	Sec.	1,357	348	1.887	48	66,397	122	739	1454.46
	Wauconda C.U.S.D. 118	Unit	3,254	135	3.581	21	13,642	972	38	896.66
	Mundelein C.H.S.D. 120	Sec.	1,586	300	1.875	49	55,322	182	709	1201.87
	Warren T.H.S.D. 121	Sec.	1,390	337	1.514	94	61,718	144	765	1184.99
	North Chicago C.H.S.D. 123	Sec.	1,361	340	1.695	71	59,271	160	737	1560.54
	Grant C.H.S.D. 124	Sec.	1,050	420	1.804	55	64,749	128	744	1165.23
	A. E. Stevenson S.D. 125	Sec.	925	456	2.132	29	109,356	30	787	1553.92
	Zion-Benton T.H.S.D. 126	Sec.	2,337	193	1.844	51	47,315	126	678	1069.68
	Grayslake C.H.S.D. 127	Sec.	934	454	2.120	30	47,713	231	659	1149.59
	Libertyville C.H.S.D. 128	Sec.	1,596	296	2.176	28	81,312	70	751	1440.02
	Barrington C.H.S.D. 224	Sec.	2,722	161	2.569	8	54,887	186	648	1449.58

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LASALLE 50	Leland C.U.S.D. 1	Unit	419	679	2.943	106	33,966	379	451	1094.12
	Earlville C.U.S.D. 9	Unit	669	559	1.486	283	27,600	516	434	996.16
	Lostant C.C.S.D. 25	Elem.	186	786	1.286	407	66,798	120	789	966.50
	Streator T.H.S.D. 40	Sec.	1,686	276	1.907	43	55,173	183	707	998.66
	Eagle S.D. 43	Elem.	50	888	1.479	358	73,049	95	785	938.97
	Streator S.D. 45	Elem.	3,128	141	1.875	227	23,485	655	484	816.40
	Otter Creek S.D. 56	Elem.	81	867	1.370	390	49,926	213	747	580.93
	Allen Twp. C.C.S.D. 65	Elem.	161	804	1.468	362	56,304	175	756	968.52
	Tonica C.C.S.D. 79	Elem.	361	706	1.446	371	35,777	359	674	721.68
	Deer Park C.C.S.D. 82	Elem.	152	811	1.575	328	50,279	209	724	956.53
	Grand Ridge C.C.S.D. 95	Elem.	458	659	1.514	350	46,985	241	720	838.81
	LaSalle-Peru T.H.S.D. 120	Sec.	2,157	204	1.460	99	67,845	114	779	1209.38
	LaSalle S.D. 122	Elem.	975	442	1.554	335	42,308	284	693	860.76
	Peru S.D. 124	Elem.	1,657	280	1.861	233	32,291	414	598	808.60
	Oglesby S.D. 125	Elem.	547	620	1.587	324	34,338	373	651	713.23
	John F. Kennedy C.C.S.D. 129	Elem.	94	855	1.782	260	30,010	458	588	689.39
	Utica S.D. 135	Elem.	163	802	1.632	310	21,066	721	495	688.37

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LASALLE (cont)	Ottawa T.H.S.D. 140	Sec.	1,889	241	1.439	105	84,072	63	799	1229.70
	Ottawa S.D. 141	Elem.	3,280	131	1.863	231	30,823	439	583	820.97
	Marseilles U.S.D. 155	Unit	1,217	379	2.730	174	14,101	960	99	868.41
	Seneca T.H.S.D. 160	Sec.	263	749	1.346	121	99,193	38	819	1350.82
	Seneca C.C.S.D. 170	Elem.	540	624	1.383	386	25,146	598	610	733.87
	Dimmick C.C.S.D. 175	Elem.	143	818	1.090	419	94,433	43	828	1022.63
	Waltham C.C.S.D. 185	Elem.	177	792	1.263	412	56,397	174	775	725.75
	Wallace C.C.S.D. 195	Elem.	219	769	1.386	384	58,155	163	768	691.10
	Wedron C.C.S.D. 201	Elem.	98	852	1.572	329	44,049	268	699	751.71
	Miller Twp. C.C.S.D. 210	Elem.	222	767	0.791	425	112,614	28	840	860.09
	Rutland C.C.S.D. 230	Elem.	171	796	1.407	381	62,539	140	774	972.69
	Ophir C.C.S.D. 235	Elem.	129	830	1.357	394	60,550	150	775	969.56
	Freedom C.C.S.D. 245	Elem.	132	827	1.476	360	57,978	164	761	1034.53
	Serena C.C.S.D. 265	Elem.	237	759	1.553	336	41,619	287	689	880.58
	Sheridan S.D. 272	Elem.	213	772	1.996	191	18,466	824	345	1074.54
	Mendota Twp. H.S.D. 280	Sec.	855	477	1.355	120	92,108	47	812	1132.16
	Mendota C.C.S.D. 289	Elem.	1,490	313	1.405	382	47,850	229	734	815.97

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LASALLE (cont)	Tonica C.H.S.D. 360	Sec.	152	811	1.380	116	101,290	35	819	1353.88
	Serena C.H.S.D. 390	Sec.	327	720	1.249	131	132,010	15	834	1364.22
	Lostant C.H.S.D. 400	Sec.	86	862	1.259	130	146,713	11	837	1865.24
LAWRENCE 51	Lawrence Co. C.U.S.D. 10	Unit	1,671	278	3.826	12	18,331	829	82	824.40*
	Lawrence Co. C.U.S.D. 20	Unit	2,295	195	3.930	8	25,968	569	193	864.21*
LEE 52	Nelson S.D. 8	Elem.	86	862	1.691	297	43,504	273	679	693.82
	Dixon Unit S.D. 170	Unit	4,511	87	2.407	317	24,432	617	390	987.99
	Steward S.D. 220	Elem.	174	793	1.360	393	62,273	142	777	980.13
	Lee Center C.U.S.D. 271	Unit	1,028	428	2.968	101	27,998	506	348	1011.20
	Amboy C.U.S.D. 272	Unit	1,620	287	2.745	169	22,217	694	278	957.63
	Ashton C.U.S.D. 275	Unit	565	611	2.568	242	33,501	387	502	1041.14
LIVINGSTON 53	Chatsworth C.U.S.D. 1	Unit	479	648	2.558	249	36,208	350	532	1101.45
	Forrest-Strawn-Wing C.U.S.D. 2	Unit	780	509	2.409	316	29,908	460	481	941.58
	Fairbury Cropsey C.U.S.D. 3	Unit	1,341	352	2.376	325	27,833	509	458	908.40

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LIVINGSTON(cont)	Flanagan C.U.S.D. 4	Unit	545	622	2.646	201	37,975	326	536	1310.17
	Streator Woodland C.U.S.D. 5	Unit	1,202	382	3.111	70	24,238	626	258	888.46
	Saunemin C.U.S.D. 6	Unit	355	709	2.538	258	44,821	263	602	1266.18
	Tri-Point C.U.S.D. 6J	Unit	633	579	2.312	340	47,361	232	641	1198.82
	Cornell C.H.S.D. 70	Sec.	117	839	1.903	44	97,925	41	788	1503.27
	Pontiac T.H.S.D. 90	Sec.	906	461	1.507	95	77,417	79	787	1197.39
	Odell C.H.S.D. 160	Sec.	165	800	1.273	127	96,129	42	821	1159.46
	Dwight T.H.S.D. 230	Sec.	420	678	1.212	9	100,910	37	827	1207.73
	Dwight S.D. 232	Elem.	860	474	1.773	268	36,618	344	643	825.55
	Rooks Creek C.C.S.D. 425	Elem.	82	866	1.290	406	85,444	57	810	977.21
	Cornell C.C.S.D. 426	Elem.	252	752	1.312	403	37,331	334	703	809.10
	Pontiac C.C.S.D. 429	Elem.	1,688	275	1.781	261	29,804	464	584	856.38
	Pontiac-Esmen C.C.S.D. 430	Elem.	86	862	1.527	345	56,113	177	748	863.39
	Sunbury C.C.S.D. 431	Elem.	74	872	0.996	422	68,652	110	813	841.84
	Owego C.C.S.D. 434	Elem.	19	890	0.904	424	129,973	18	840	1509.84
	Odell C.C.S.D. 435	Elem.	265	748	1.963	202	57,031	171	708	977.73

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					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
LOGAN 54	Chestnut C.C.S.D. 10	Elem.	103	849	1.274	411	74,393	93	799	1017.86
	Beason C.C.S.D. 17	Elem.	124	835	1.208	415	92,554	46	822	1270.65
	Hartsburg Emden C.U.S.D. 21	Unit	447	665	2.314	339	43,723	271	622	1220.59
	New Holland C.U.S.D. 22	Unit	434	670	2.255	355	40,206	303	605	1161.18
	Lincoln Elem. S.D. 27	Elem.	2,054	221	1.610	294	24,908	606	544	815.85
	Mt. Pulaski T.H.S.D. 28	Sec.	287	734	1.220	132	130,172	17	835	1341.17
	Mt. Pulaski C.C.S.D. 34	Elem.	522	631	1.378	387	63,861	136	778	824.69
	Chester-East Lincoln C.C.S.D. 61	Elem.	343	714	1.363	392	73,536	94	794	984.54
	Broadwell C.C.S.D. 68	Elem.	110	844	1.479	358	98,961	39	811	1354.43
	West Lincoln C.C.S.D. 72	Elem.	157	807	1.477	359	65,692	125	774	818.45
	Elkhart C.C.S.D. 264	Elem.	178	791	1.290	406	86,400	56	811	1178.50
	Lincoln C.H.S.D. 404	Sec.	1,207	381	1.384	115	83,490	66	803	1153.36
	Beason C.H.S.D. 405	Sec.	74	872	1.095	135	199,729	6	844	1714.35
	Elkhart C.H.S.D. 406	Sec.	90	859	1.266	128	182,457	8	841	2350.44
MACON 55	Argenta C.U.S.D. 1	Unit	1,413	329	2.573	239	19,914	759	255	895.64
	Maroa-Forsyth C.U.S.D. 2	Unit	1,022	430	2.725	177	25,432	583	341	857.81

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MACON (cont)	Mt. Zion C.U.S.D. 3	Unit	2,587	170	2.593	231	13,470	975	102	726.57
	Macon C.U.S.D. 5	Unit	901	462	2.915	115	27,310	524	842	928.64
	Niantic-Harristown C.U.S.D. 6	Unit	838	485	2.942	107	18,342	828	170	883.79
	Blue Mound-Boody C.U.S.D. 10	Unit	764	518	2.774	156	25,628	580	336	980.33
	Warrensburg-Latham C.U.S.D. 11	Unit	1,289	364	2.775	155	24,567	612	313	962.31
	Decatur S.D. 61	Unit	20,380	7	2.981	97	18,059	847	156	942.39
MACOUPIN 56	Carlinville C.U.S.D. 1	Unit	2,176	201	2.367	329	17,700	856	239	745.43
	Northwestern C.U.S.D. 2	Unit	687	554	2.957	104	24,073	632	279	979.47
	Girard C.U.S.D. 3	Unit	851	480	2.614	220	15,951	910	160	845.03
	Virden C.U.S.D. 4	Unit	1,319	356	2.624	213	13,931	962	110	837.66
	Mount Olive C.U.S.D. 5	Unit	836	486	2.638	206	11,483	1015	65	795.07
	Staunton C.U.S.D. 6	Unit	1,064	417	2.972	100	14,509	949	86	882.01
	Gillespie C.U.S.D. 7	Unit	1,743	268	2.726	175	9,911	1036	34	799.05
	Bunker Hill C.U.S.D. 8	Unit	1,032	426	3.229	50	8,577	1055	15	748.93
	Piasa C.U.S.D. 9	Unit	2,264	196	2.865	134	11,522	1013	48	901.47

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MADISON 57	Roxana C.U.S.D. 1	Unit	3,807	104	2.763	161	26,299	555	351	1001.47
	Triad C.U.S.D. 2	Unit	2,110	212	3.048	78	13,197	982	63	914.49
	Venice C.U.S.D. 3	Unit	1,025	429	2.880	125	55,756	179	628	1827.30
	Livingston C.C.S.D. 4	Unit	426	676	3.527	25	7,558	1064	5	797.14
	Highland C.U.S.D. 5	Unit	2,497	178	2.592	232	18,886	799	231	882.58
	Edwardsville C.U.S.D. 7	Unit	5,366	69	2.762	162	17,276	872	172	997.37
	Bethalto C.U.S.D. 8	Unit	3,738	107	3.101	71	7,726	1062	11	791.93
	Granite City C.U.S.D. 9	Unit	14,793	10	3.466	28	16,182	898	78	1001.00
	Collinsville C.U.S.D. 10	Unit	8,585	33	3.193	54	13,178	983	52	953.17
	Alton C.U.S.D. 11	Unit	13,206	12	2.909	117	17,888	851	162	1020.26
	Madison C.U.S.D. 12	Unit	2,537	174	2.665	190	12,076	1000	74	919.00
	East Alton S.D. 13	Elem.	1,399	334	2.110	158	26,079	563	480	941.52
	Wood River-East Alton C.H.S.D. 14	Sec.	1,402	332	1.494	98	70,633	103	781	1123.11
	Wood River S.D. 15	Elem.	1,276	369	1.805	252	50,231	210	698	931.20
	Worden Unit S.D. 16	Unit	296	732	3.114	68	8,351	1059	17	775.10

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MARION 38	Raccoon Cons. S.D. 1	Elem.	336	717	1.608	318	26,164	557	577	775.93
	Kell Cons. S.D. 2	Elem.	158	806	2.114	156	20,514	743	362	813.84
	Iuka C.C.S.D. 7	Elem.	236	760	1.462	365	23,486	654	573	737.34
	Selmaville C.C.S.D. 10	Elem.	234	762	1.750	276	26,512	551	556	766.96
	Patoka C.U.S.D. 100	Unit	358	708	2.564	243	31,239	432	474	1062.45
	Salem S.D. 111	Elem.	1,345	350	1.932	211	19,006	791	369	848.94
	Odin S.D. 122	Elem.	296	732	1.794	257	11,142	1026	168	678.09
	Central City S.D. 133	Elem.	361	706	1.754	275	11,800	1008	203	640.22
	Centralia S.D. 135	Elem.	2,448	186	1.768	271	20,006	754	443	779.54
	Centralia T.H.S.D. 200	Sec.	1,652	282	1.688	73	43,710	272	681	1020.70
	Kinmundy Alma C.U.S.D. 301	Unit	646	574	2.988	95	12,867	990	60	879.76
	Sandoval C.U.S.D. 501	Unit	654	568	3.002	91	11,948	1002	45	875.57
	Salem C.H.S.D. 600	Sec.	920	458	1.374	117	53,281	194	759	1092.13
	Odin C.H.S.D. 700	Sec.	124	835	1.606	87	24,219	628	554	935.26
MARSHALL 59	Wenona C.U.S.D. 1	Unit	582	603	2.539	257	35,132	367	525	1135.75
	Toluca C.U.S.D. 2	Unit	457	660	2.453	295	34,950	368	534	1028.04

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MARSHALL (cont)	Sparland C.U.S.D. 3	Unit	486	644	3.037	81	22,689	679	238	1008.63
	Mid County C.U.S.D. 4	Unit	886	469	2.444	300	22,365	689	330	875.55
	Henry Senachwine C.S.D. 20	Sec.	367	702	1.418	109	74,908	91	792	963.94
	Henry C.C.S.D. 35	Elem.	683	555	1.749	277	34,509	371	634	766.97
MASON 60	Easton C.U.S.D. 121	Unit	320	722	1.914	386	57,151	170	711	1096.16
	San Jose C.U.S.D. 122	Unit	385	694	2.367	330	41,515	290	600	1036.53
	Mason City C.U.S.D. 123	Unit	813	493	2.470	288	30,119	454	475	822.77
	Forman C.U.S.D. 124	Unit	1,044	422	2.813	141	26,149	558	340	945.00
	Balyki C.U.S.D. 125	Unit	465	655	2.690	183	31,630	425	459	907.84
	Havana C.U.S.D. 126	Unit	1,356	349	2.303	342	28,886	486	485	897.20
MASSAC 61	Jefferson C.C.S.D. 5	Elem.	127	832	1.640	308	17,647	857	416	643.33
	Franklin C.C.S.D. 7	Elem.	281	737	2.090	162	15,428	923	234	854.05
	Maple Grove S.D. 17	Elem.	113	842	0.436	428	355,386	1	850	1591.59
	Joppa S.D. 18	Elem.	135	824	1.892	224	34,840	369	615	857.27
	Metropolis C.H.S.D. 20	Sec.	765	517	1.755	64	27,767	513	567	869.58

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MASSAC (cont)	Joppa C.H.S.D. 21	Sec.	146	815	0.989	138	231,338	5	846	1881.57
	Metropolis City S.D. 35	Elem.	961	445	1.810	250	10,490	1031	141	659.01
	Unity Cons. S.D. 36	Elem.	222	767	1.790	239	11,846	1006	195	674.52
	Brookport Unit S.D. 38	Unit	389	692	2.995	92	3,451	1072	1	730.50
	Unionville S.D. 41	Elem.	62	880	1.790	259	27,635	515	564	888.77
	New Columbia C.S.D. 44	Elem.	76	870	1.483	355	17,330	871	457	765.05
MCDONOUGH 62	Bardolph C.S.D. 66	Elem.	142	819	1.541	341	61,496	147	763	1031.55
	Industry C.U.S.D. 165	Unit	383	696	2.502	274	32,559	402	500	1051.21
	Bushnell-Prairie City C.U.S.D. 170	Unit	1,401	333	2.667	189	20,365	745	251	920.23
	Northwest C.U.S.D. 175	Unit	725	537	2.384	323	40,776	294	593	1133.29
	Colchester C.U.S.D. 180	Unit	660	564	2.578	237	18,368	827	220	871.38
	Macomb C.U.S.D. 185	Unit	2,578	171	2.754	165	26,931	537	365	1008.46
	Bardolph C.H.S.D. 366	Sec.	67	877	1.436	107	116,704	25	824	1539.30
MCHENRY 63	Fox River Grove C.S.D. 3	Elem.	486	644	2.210	127	22,286	692	385	823.43
	Union C.S.D. 8	Elem.	223	766	1.773	267	38,742	319	653	866.88

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MCHENRY (cont)	Spring Grove S.D. 11	Elem.	241	756	2,436	70	22,685	681	329	801.96
	Johnsburg C.S.D. 12	Elem.	1,186	384	1,864	230	28,251	499	556	830.53
	Richmond C.S.D. 13	Elem.	482	647	1,951	205	25,555	582	505	675.27
	McHenry C.C.S.D. 15	Elem.	3,088	149	2,539	63	25,981	568	395	865.92
	Hawthorn C.C.S.D. 17	Elem.	196	779	1,830	241	40,764	296	657	891.11
	Riley C.C.S.D. 18	Elem.	245	755	1,674	299	47,134	239	701	807.38
	Alden Hebron S.D. 19	Unit	606	591	2,699	182	24,418	618	324	976.94
	Cary C.C.S.D. 26	Elem.	1,567	302	2,161	146	23,868	639	432	816.68
	Harrison S.D. 36	Elem.	517	633	2,392	88	21,511	707	321	845.17
	Prairie Grove C.S.D. 46	Elem.	432	671	1,757	273	31,590	426	607	819.07
	Crystal Lake C.C.S.D. 47	Elem.	4,283	94	2,437	77	24,056	633	371	866.35
	Ridgefield S.D. 48	Elem.	82	866	2,176	138	36,566	346	587	728.77
	Harvard C.U.S.D. 50	Unit	2,137	208	2,780	151	23,764	643	299	845.69
	Marengo C.S.D. 140	Elem.	672	558	2,027	182	36,984	341	612	904.45
	Marengo C.H.S.D. 154	Sec.	656	566	1,364	118	81,179	71	801	1469 89
	Crystal Lake C.H.S.D. 155	Sec.	3,139	139	2,073	32	55,375	181	688	1214.61
	McHenry C.H.S.D. 156	Sec.	1,911	239	1,801	56	64,436	131	743	1234.86

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MCHENRY (cont)	Richmond C.S.D. 157	Sec.	316	724	1.752	65	65,448	126	751	1422.12
	Huntley S.D. 158	Unit	770	513	3.154	63	26,193	556	288	936.64
	Woodstock C.U.S.D. 200	Unit	4,114	99	3.413	32	22,932	668	201	970.88
MCLEAN 64,	LeRoy C.U.S.D. 2	Unit	1,012	431	2.378	324	27,446	518	451	980.95
	Tri-Valley C.U.S.D. 3	Unit	662	563	2.423	307	33,360	390	524	1057.20
	Heyworth C.U.S.D. 4	Unit	876	472	2.450	297	28,915	484	460	926.57
	Normal C.U.S.D. 5	Unit	6,303	57	2.766	159	23,844	640	303	845.72
	Lexington C.U.S.D. 7	Unit	785	507	2.503	273	28,878	487	450	1022.45
	Colfax-Octavia C.U.S.D. 8	Unit	672	558	2.546	255	48,494	222	625	1356.87
	Chenoa C.U.S.D. 9	Unit	844	484	2.779	152	29,819	462	415	1068.66
	Gridley C.U.S.D. 10	Unit	450	664	2.467	291	33,553	386	518	1027.96
	Saybrook-Arrowsmith C.U.S.D. 11	Unit	434	670	2.659	195	34,172	376	493	1053.53
	Olympia C.U.S.D. 16	Unit	3,087	143	2.906	118	31,666	424	423	955.63
	Bloomington S.D. 87	Unit	7,117	46	3.009	88	27,072	531	322	1187.63
	Bellflower C.C.S.D. 88	Elem.	162	803	1.278	409	90,335	52	815	1250.35
	Bellflower T.H.S.D. 311	Sec.	89	860	1.140	134	174,764	9	843	1762.49

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MENARD 65	Greenview C.U.S.D. 200	Unit	414	681	2.177	367	44,660	265	642	1142.43
	Porta C.U.S.D. 202	Unit	1,516	309	2.612	222	27,382	521	403	935.54
	Athens C.U.S.D. 213	Unit	820	490	1.864	388	23,667	646	489	945.13
MERCER 66	Sherrard C.U.S.D. 200	Unit	1,592	297	2.603	226	11,931	1003	76	713.84
	Aledo C.U.S.D. 201	Unit	1,536	306	2.375	326	23,626	648	377	1007.24
	Winola C.U.S.D. 202	Unit	888	467	3.011	87	15,865	911	107	936.03
	Westmer C.U.S.D. 203	Unit	1,033	425	2.680	186	21,559	705	274	931.27
MONROE 67	Valmeyer C.U.S.D. 3	Unit	732	533	2.273	347	27,841	508	476	1084.80
	Columbia C.U.S.D. 4	Unit	1,465	321	2.781	150	17,205	873	163	1080.19
	Waterloo C.U.S.D. 5	Unit	2,007	224	2.749	168	23,599	649	300	799.84
MONTGOMERY 68	Panhandle C.U.S.D. 2	Unit	958	446	2.619	216	31,158	434	464	1059.66
	Hillsboro C.U.S.D. 3	Unit	2,656	168	2.503	272	22,075	695	310	918.59
	Litchfield C.U.S.D. 12	Unit	2,073	219	2.796	145	14,040	961	95	882.87
	Nokomis C.U.S.D. 22	Unit	1,124	401	2.549	252	23,499	653	334	913.39

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MONTGOMERY(cont)	Witt Unit 66	Unit	329	719	2.489	282	10,086	1033	50	789.73
MORGAN 69	Franklin C.U.S.D. 1	Unit	645	575	2.013	381	45,426	256	660	982.59
	Waverly C.U.S.D. 6	Unit	525	630	2.192	364	41,589	289	623	1103.42
	Meredosia C.U.S.D. 11	Unit	525	630	2.410	315	49,831	214	643	1205.06
	Triopia C.U.S.D. 27	Unit	584	601	2.341	335	37,654	330	573	1096.35
	Jacksonville S.D. 117	Unit	5,234	71	2.782	149	26,137	560	346	1049.23
MOULTRIE 70	Sullivan C.U.S.D. 300	Unit	1,470	319	2.324	337	23,978	635	398	883.34
	Bethany C.U.S.D. 301	Unit	528	628	2.436	303	36,834	342	555	1098.79
	Lovington C.U.S.D. 303	Unit	550	618	2.599	229	32,476	407	483	999.01
OGLE 71	Kings Cons. S.D. 144	Elem.	211	774	2.022	183	38,431	322	624	819.58
	Creston C.C.S.D. 161	Elem.	218	770	2.041	178	29,498	470	540	803.09
	Rochelle T.H.S.D. 212	Sec.	1,119	402	1.452	102	77,325	80	793	1248.19
	Oregon C.U.S.D. 220	Unit	1,818	257	3.543	23	17,334	870	89	926.05
	Forreston C.U.S.D. 221	Unit	955	447	3.263	47	25,293	591	256	1043.09

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OGLE (cont)	Polo C.U.S.D. 222	Unit	1,310	359	2.395	320	20,786	730	305	849.69
	Meridian C.U.S.D. 223	Unit	1,404	330	3.384	37	18,794	807	123	843.66
	Byron C.U.S.D. 226	Unit	1,034	424	2.635	207	16,328	892	165	883.12
	Rochelle C.C.S.D. 231	Elem.	2,100	215	1.757	273	23,650	647	314	751.77
	Mount Morris C.U.S.D. 261	Unit	1,075	411	3.446	29	19,484	777	133	897.27
	Eswood C.C.S.D. 269	Elem.	192	781	1.749	278	58,955	161	732	1091.77*
	Leaf River C.U.S.D. 270	Unit	645	575	3.190	57	14,749	941	77	797.53
PEORIA 72	Pleasant Valley S.D. 62	Elem.	512	636	1.550	338	18,800	806	472	585.25
	Norwood S.D. 63	Elem.	333	708	2.080	165	14,135	959	205	658.71
	Bartonville S.D. 66	Elem.	495	641	1.630	312	53,056	197	729	845.96
	Oak Grove S.D. 68	Elem.	855	477	1.920	214	13,810	969	225	751.23
	Pleasant Hill S.D. 69	Elem.	379	697	1.950	206	19,718	765	386	723.72
	Monroe S.D. 70	Elem.	630	582	1.790	259	17,701	855	372	659.93
	Peoria S.D. 150	Unit	25,409	3	2.572	240	27,303	525	409	1063.51
	Bellevue S.D. 152	Elem.	346	713	1.830	241	12,967	987	219	712.51
	Brimfield C.U.S.D. 309	Unit	642	576	2.500	275	26,977	535	418	997.92

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PEORIA (cont)	Limestone C.H.S.D. 310	Sec.	1,661	279	1.455	100	69,064	108	782	1088.48
	Limestone Walters C.C.S.D. 316	Elem.	238	758	1.930	212	20,481	744	409	795.91
	Illinois Valley Cent. C.U.S.D. 321	Unit	3,067	144	2.912	116	24,564	613	294	936.36
	Elmwood C.U.S.D. 322	Unit	1,001	435	2.820	140	23,069	664	317	817.22
	Dunlap C.U.S.D. 323	Unit	1,274	370	2.800	141	31,724	421	444	971.05
	Peoria Hts. C.U.S.D. 325	Unit	1,496	312	3.385	36	31,383	429	338	856.96
	Princeville C.U.S.D. 326	Unit	1,009	433	3.045	79	33,561	385	431	1114.75
	Illini Bluff C.U.S.D. 327	Unit	1,118	403	2.600	228	41,501	291	570	1003.48
	Hollis Cons. S.D. 328	Elem.	97	853	0.720	426	282,622	3	848	1427.82
PERRY 73	Tamaroa S.D. 5	Elem.	179	790	1.720	288	15,310	925	316	653.69
	Pinckneyville S.D. 50	Elem.	585	600	2.330	105	21,317	709	330	776.82
	Pinckneyville C.H.S.D. 101	Sec.	543	623	1.450	103	45,681	253	722	943.72
	Tamaroa C.H.S.D. 102	Sec.	124	835	1.980	39	48,492	223	672	1065.33
	Swanwick C.C.S.D. 203	Elem.	86	862	1.590	323	30,478	347	663	837.13
	Pinckneyville C.C.S.D. 204	Elem.	174	793	1.400	383	24,093	631	595	694.92
	Tamaroa C.C.S.D. 211	Elem.	57	885	1.630	312	57,221	169	738	752.37

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PERRY (cont)	Pinckneyville C.C.S.D. 212	Elem.	119	837	1.740	281	25,988	567	551	696.41
	DuQuoin C.U.S.D. 300	Unit	1,849	253	3.030	83	14,784	937	85	870.95
PIATT 74	Bement C.U.S.D. 5	Unit	694	551	1.729	391	36,613	345	646	872.93
	Monticello C.U.S.D. 25	Unit	2,018	222	1.099	393	103,670	32	830	1069.34
	Atwood-Hammond C.U.S.D. 39	Unit	825	489	2.039	379	31,332	430	563	805.92
	Deland-Weldon C.U.S.D. 57	Unit	543	623	2.190	365	46,568	245	647	1237.83
	Cerro Gordo C.U.S.D. 100	Unit	924	457	2.158	369	29,130	476	516	887.10
PIKE 75	Barry C.U.S.D. 1	Unit	551	617	2.430	304	15,981	908	189	787.20
	West Pike C.U.S.D. 2	Unit	579	605	2.224	361	23,931	637	416	933.67
	Pleasant Hill C.U.S.D. 3	Unit	529	627	2.755	164	24,740	608	320	1007.98
	Griggsville C.U.S.D. 4	Unit	439	643	2.554	251	16,787	882	189	855.85
	Pittsfield C.U.S.D. 10	Unit	2,161	203	2.657	197	18,707	809	216	886.91
	Perry S.D. 57	Elem.	149	813	1.431	374	33,371	389	667	893.55
	Perry C.H.S.D. 172	Sec.	73	873	2.267	21	67,326	118	710	1446.31

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POPE 76	Pope Co. C.U.S.D. 1	Unit	799	502	2.660	194	14,771	938	125	981.35
PULASKI 77	Century C.U.S.D. 100	Unit	746	527	3.050	76	9,685	1042	25	1076.58
	Meridian C.U.S.D. 101	Unit	1,749	267	3.350	39	5,273	1070	3	928.76
PUTNAM 78	Putnam Co. C.U.S.D. 535	Unit	1,287	365	1.890	387	72,662	97	756	1199.70
	Senachwine C.C.S.D. 534	Elem.	60	882	1.290	406	67,398	117	791	1021.65
RANDOLPH 79	Coulterville S.D. 1	Unit	436	668	2.620	215	11,508	1014	67	796.32
	Kaskaskia Island C.S.D. 124	Elem.	55	887	1.525	346	37,956	327	675	1264.37
	Red 3ud C.U.S.D. 132	Unit	1,060	418	2.010	382	46,020	249	662	1122.95
	Prairie Durocher C.C.S.D. 134	Elem.	263	749	1.770	270	23,876	638	516	895.49
	Steeleville C.U.S.D. 138	Unit	589	599	2.710	180	22,292	691	284	977.66
	Chester C.U.S.D. 139	Unit	1,161	392	2.620	215	22,221	693	296	979.10
	Sparta C.U.S.D. 140	Unit	2,393	189	2.560	246	17,890	850	214	902.90

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RICHLAND 30	East Richland C.U.S.D. 1	Unit	3,430	123	2.471	287	14,753	939	148	713.71
	West Richland C.U.S.D. 2	Unit	633	579	2.754	166	14,528	944	109	864.20
ROCK ISLAND 81	Hampton S.D. 29	Elem.	435	669	1.793	258	11,900	1005	196	605.52
	United T.H.S.D. 30	Sec.	3,159	138	1.757	63	48,544	221	697	1092.64
	Silvis S.D. 34	Elem.	1,216	380	1.719	289	19,489	776	445	724.23
	Carbon Cliff S.D. 36	Elem.	468	653	2.128	152	12,160	998	137	733.79
	East Moline S.D. 37	Elem.	4,669	82	1.899	222	22,834	673	467	766.49
	Moline S.D. 40	Unit	12,300	14	3.007	89	18,653	814	166	1013.65
	Rock Island S.D. 41	Unit	11,639	18	2.575	238	19,270	785	240	881.37
	Riverdale C.U.S.D. 100	Unit	1,589	298	3.251	48	14,479	950	71	893.24
	Rock Ridge C.U.S.D. 300	Unit	1,882	243	3.156	61	16,399	890	102	880.73
ST. CLAIR 82	Lebanon C.U.S.D. 9	Unit	1,299	363	3.222	52	9,871	1037	24	789.72
	Mascoutah C.U.S.D. 19	Unit	3,965	103	2.010	382	7,161	1066	31	895.02
	St. Libory Cons. S.D. 30	Elem.	174	793	1.633	309	16,417	889	382	662.55
	Fayetteville S.D. 31	Elem.	68	876	1.833	239	12,617	993	212	861.12

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ST. CLAIR (cont)	Marissa C.U.S.D. 40	Unit	1,009	433	2.939	109	14,511	948	91	939.99
	New Athens C.U.S.D. 60	Unit	800	501	3.049	77	17,882	852	144	927.76
	Freeburg C.C.S.D. 70	Elem.	699	548	1.693	296	27,036	532	570	717.69
	Freeburg C.H.S.D. 77	Sec.	498	640	1.682	74	56,259	176	731	1343.00
	Shiloh Village S.D. 85	Elem.	230	764	1.942	209	17,163	875	311	828.59
	O'Fallon C.C.S.D. 90	Elem.	1,785	261	1.949	207	16,286	895	291	682.58
	Central S.D. 104	Elem.	360	707	1.870	228	15,306	926	281	794.58
	Pontiac S.D. 105	Elem.	951	448	2.004	189	16,428	888	282	764.76
	Grant C.C.S.D. 110	Elem.	1,309	360	1.883	226	18,226	832	360	729.49
	Wolf Branch S.D. 113	Elem.	281	737	1.856	234	18,681	811	383	576.87
	Whiteside S.D. 115	Elem.	271	744	1.538	342	30,090	456	632	639.96
	High Mount S.D. 116	Elem.	438	667	1.605	320	29,488	471	614	699.26
	Belleville S.D. 118	Elem.	4,601	85	1.800	254	32,985	394	613	945.30
	Belle Valley S.D. 119	Elem.	816	493	1.723	287	24,449	616	533	788.86
	Smithton C.C.S.D. 130	Elem.	219	769	1.928	213	21,436	708	437	822.16
	Millstadt C.C.S.D. 160	Elem.	749	525	1.606	319	20,829	729	498	670.53
	Harmony Emge S.D. 175	Elem.	1,448	322	1.790	259	30,202	450	589	931.37

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ST. CLAIR (cont.)	Signal Hill S.D. 181	Elem.	507	638	2.069	169	29,187	474	530	1013.62
	Cahokia C.U.S.D. 187	Unit	8,445	35	3.192	55	12,246	996	40	942.22
	Brooklyn U.S. 188	Unit	429	674	3.564	22	8,482	1056	8	899.07
	E. St. Louis S.D. 189	Unit	23,567	5	3.271	44	11,839	1007	33	1119.05
	Dupo C.U.S.D. 196	Unit	1,852	252	3.313	41	8,853	1053	16	843.56
	Belleville T.H.S.D. 201	Sec.	5,875	63	1.628	83	53,089	196	729	1263.30
	O'Fallon T.H.S.D. 203	Sec.	1,255	372	1.890	47	34,612	370	613	1027.82
SALINE 83	Galatia C.U.S.D. 1	Unit	365	703	2.595	230	16,831	881	183	1127.32
	Carrier Mills C.U.S.D. 2	Unit	637	577	2.930	111	11,397	1019	43	924.62
	Harrisburg C.U.S.D. 3	Unit	2,975	155	2.795	146	11,422	1017	51	962.72
	Eldorado C.U.S.D. 4	Unit	1,608	290	3.910	9	10,786	1028	18	1027.94
SANGAMON 84	Tri-City C.U.S.D. 1	Unit	729	535	2.532	261	25,642	577	388	909.19
	Rochester C.U.S.D. 3	Unit	1,180	386	2.683	185	16,892	880	175	876.99
	Ball Chatham C.U.S.D. 5	Unit	1,932	235	3.026	85	18,199	834	153	821.03
	Pleasant Plains CUSD 8	Unit	895	464	2.760	147	25,640	578	333	936.50
		Unit	935	453	2.663	191	16,127	901	155	939.34

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SANGAMON (cont.)	Pawnee C.U.S.D. 11	Unit	704	544	1.791	389	78,855	73	773	1265.59
	Illiopolis C.U.S.D. 12	Unit	583	602	2.662	192	33,949	380	491	1027.11
	Divernon C.U.S.D. 13	Unit	375	699	2.499	277	18,956	795	246	920.45
	Riverton C.U.S.D. 14	Unit	936	452	3.776	16	8,968	1051	7	950.00*
	Williamsville C.U.S.D. 15	Unit	808	497	2.611	223	21,261	715	279	919.73
	New Berlin C.U.S.D. 16	Unit	753	522	2.086	377	37,615	332	608	975.51
	Springfield S. D. 186	Unit	23,530	6	2.521	266	21,298	712	295	939.67
SCHUYLER 85	Schuyler Co. C.U.S.D. 1	Unit	1,614	288	2.394	321	19,803	762	287	865.64
SCOTT 36	Winchester C.U.S.D. 1	Unit	1,130	399	2.417	312	24,014	634	376	879.75
	Scott Morgan C.U.S.D. 2	Unit	428	675	2.240	358	26,537	549	462	899.91
SHELBY 87	Windsor C.U.S.D. 1	Unit	613	588	2.238	359	29,924	459	511	938.26
	Findlay C.U.S.D. 2	Unit	406	686	2.505	270	33,042	393	508	959.21
	Shelbyville C.U.S.D. 4	Unit	1,862	249	2.421	309	20,610	740	297	868.04
	Stewardson-Strasburg C.U.S.D. 5A	Unit	535	625	2.586	234	28,987	481	438	1040.36

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SHELBY (cont.)	Moweaqua C.U.S.D. 6A	Unit	743	528	2.355	332	29,031	479	479	929.51
	Tower Hill C.C.S.D. 10	Elem.	306	727	1.729	285	21,286	714	478	819.31
	Cowden-Herrick C.C.S.D. 11	Elem.	485	645	1.627	314	19,385	781	465	899.38
	Tower Hill C.H.S.D. 185	Sec.	117	839	1.399	112	60,874	148	771	895.05
	Cowden-Herrick C.H.S.D. 188	Sec.	187	785	1.539	92	50,660	205	730	1030.31
STARK 88	Bradford C.U.S.D. 1	Unit	622	584	2.831	439	35,688	360	487	1012.56
	Toulon-Lafayette C.U.S.D. 2	Unit	836	486	2.916	414	32,317	410	433	1153.93
	Sandham Wyoming C.C.S.D. 27	Elem.	351	710	1.862	232	32,967	395	603	850.66
	Valley C.C.S.D. 45	Elem.	133	826	1.326	500	55,835	178	769	748.01
	Wyoming C.H.S.D. 71	Sec.	240	757	1.301	126	83,526	65	809	1245.01
STEPHENSON 89	Freeport S.D. 145	Unit	7,235	43	3.264	46	17,481	864	112	1013.60
	Pearl City C.U.S.D. 200	Unit	701	547	2.559	247	19,209	787	241	880.30
	Dakota C.U.S.D. 201	Unit	1,066	416	2.776	153	19,482	778	215	905.88
	Lena Winslow C.U.S.D. 202	Unit	1,283	366	2.772	157	17,404	869	174	863.81
	Orangeville C.U.S.D. 203	Unit	854	478	2.762	162	14,668	942	111	880.51

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TAZEWELL 90	Columbia S.D. 49	Elem.	76	870	2.336	104	18,611	816	268	597.43
	Washington S.D. 50	Elem.	1,986	226	1.779	263	11,076	1027	169	550.73
	Central S.D. 51	Elem.	569	610	1.839	238	18,518	822	384	689.45
	Washington S.D. 52	Elem.	1,166	390	2.072	168	21,097	720	393	688.58
	Creve Coeur S.D. 76	Elem.	1,384	341	1.819	246	13,213	981	230	646.74
	Robein S.D. 85	Elem.	430	673	1.827	243	19,860	761	422	691.50
	E. Peoria S.D. 86	Elem.	3,365	127	1.944	208	39,578	310	639	922.99
	Rankin S.D. 98	Elem.	235	761	1.593	322	44,720	264	700	791.19
	North Pekin S.D. 102	Elem.	1,084	408	2.098	160	13,875	965	194	665.95
	Pekin S.D. 108	Elem.	6,083	61	1.479	337	25,711	575	599	645.61
	S. Pekin S.D. 137	Elem.	455	662	1.987	194	8,465	1057	58	703.02
	Pekin C.H.S.D. 303	Sec.	3,380	126	1.545	91	57,783	167	752	994.42
	Green Valley C.H.S.D. 306	Sec.	115	840	1.343	122	84,611	60	807	1517.59
	Washington C.H.S.D. 308	Sec.	1,477	318	1.701	70	45,990	251	691	916.80
	East Peoria C.H.S.D. 309	Sec.	2,109	213	1.264	129	78,245	75	805	1049.71
	Spring Lake C.C.S.D. 606	Elem.	84	864	1.565	331	38,990	316	676	582.69
	Pleasant View C.S.D. 622	Elem.	121	836	1.427	376	68,055	112	783	887.55
	Green Valley C.C.S.D. 695	Elem.	268	746	1.480	356	40,072	304	692	640.92

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TAZEWELL (cont)	Deer Creek Mackinaw C.U.S.D. 701	Unit	997	437	2.643	203	20,929	727	267	905.14
	Tremont C.U.S.D. 702	Unit	892	465	2.643	199	27,832	510	405	912.39
	Delavan C.U.S.D. 703	Unit	850	481	2.441	301	37,132	338	559	917.71
	Morton C.U.S.D. 709	Unit	3,641	113	3.164	59	21,594	703	209	826.17
UNION 91	Lick Creek C.C.S.D. 16	Elem.	118	838	1.730	284	22,389	687	496	907.45
	bden Unit S.D. 17	Unit	676	557	3.185	58	9,482	1046	23	795.90
	Anna C.C.S.D. 37	Elem.	892	465	1.814	247	19,921	757	428	776.14
	Jonesboro C.C.S.D. 43	Elem.	452	663	1.530	344	12,861	991	293	774.63
	Dongola Unit S.D. 66	Unit	348	711	3.625	212	15,602	916	147	968.07
	Anna-Jonesboro C.S.D. 81	Sec.	620	586	1.358	119	44,034	269	728	985.14
	Shawnee C.U.S.D. 84	Unit	845	483	2.403	319	27,782	512	452	1038.48
VERMILION 92	Bismarck C.U.S.D. 1	Unit	1,011	432	2.962	102	19,528	774	190	984.21
	Westville C.U.S.D. 2	Unit	1,611	289	3.796	15	9,733	1040	13	849.66
	Georgetown C.U.S.D. 3	Unit	1,484	315	3.155	62	10,025	1034	26	914.33
	Hoopeston C.U.S.D. 4	Unit	1,867	247	3.027	84	14,394	952	80	854.65

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VERMILION (cont)	Catlin C.U.S.D. 5	Unit	985	439	3.361	38	13,390	977	46	805.32
	East Lynn C.S.D. 6	Elem.	99	851	1.536	343	74,952	88	784	1105.47
	Rossville C.U.S.D. 7	Unit	635	578	2.546	254	29,624	467	455	897.90
	Rankin S.D. 8	Elem.	173	794	1.476	360	38,543	320	682	922.54
	Ridgefarm C.U.S.D. 9	Unit	486	644	3.140	65	22,682	682	227	926.99
	C.U.S.D. 10	Unit	389	692	2.851	136	30,188	451	408	995.67*
	Armstrong C.S.D. 61	Elem.	157	807	1.520	349	57,760	168	755	1003.62
	Newtown C.S.D. 109	Elem.	203	777	1.475	361	84,108	62	798	1146.05
	Danville C.C.S.D. 118	Unit	10,617	23	2.775	154	15,482	920	126	878.45
	Fithian C.C.S.D. 125	Elem.	145	816	1.660	304	49,994	212	714	819.33
	Muncie C.S.D. 130	Elem.	110	844	2.109	158	33,627	383	571	921.14
	Oakwood S.D. 132	Elem.	315	725	2.300	112	11,433	1010	93	722.51
	Diamond S.D. 135	Elem.	364	704	2.190	135	13,079	985	149	694.42
	Fairmount C.C.S.D. 150	Elem.	278	739	1.375	388	42,344	283	718	697.97
	Sidell C.C.S.D. 194	Elem.	167	799	1.774	266	48,317	224	693	821.09
	Indianola C.S.D. 196	Elem.	118	838	1.735	282	39,733	306	662	1014.96
	East Lynn T.H.S.D. 222	Sec.	61	881	1.606	87	148,557	10	829	2546.99

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VERMILION (cont)	Rankin T.H.S.D. 223	Sec.	94	855	1.841	52	78,318	74	770	1319.43
	Armstrong T.H.S.D. 225	Sec.	164	801	0.972	139	189,230	7	845	1714.72
	Oakwood T.H.S.D. 227	Sec.	412	682	1.440	104	60,212	152	767	1080.79
	Jamaica C.H.S.D. 237	Sec.	241	756	1.341	123	101,143	36	820	1493.32
WABASH 93	Allendale C.C.S.D. 17	Unit	236	760	2.610	225	25,150	596	357	1052.11
	Mount Carmel C.U.S.D. 348	Unit	2,573	172	2.270	348	21,889	699	358	998.35
WARREN 94	Monmouth C.U.S.D. 38	Unit	2,336	194	2.956	105	11,926	1004	49	781.86
	Roseville C.U.S.D. 200	Unit	697	549	2.358	331	40,443	300	594	1045.26
	Warren C.U.S.D. 222	Unit	656	566	2.418	311	40,709	299	588	1081.16
	Yorkwood C.U.S.D. 225	Unit	723	538	2.958	103	32,043	417	421	1198.94
	Alexis C.U.S.D. 400	Unit	650	572	2.765	160	29,618	468	413	1075.12
WASHINGTON 95	Oakdale C.C.S.D. 1	Elem.	112	943	1.570	330	47,863	228	715	742.96
	Irvington C.C.S.D. 11	Elem.	139	820	1.509	326	25,609	581	575	691.88
	Ashley C.C.S.D. 15	Elem.	170	797	1.420	377	41,232	292	708	909.92

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WASHINGTON 95	Richview S.D. 18	Elem.	59	883	1.660	304	19,940	756	467	771.82
	Hoyleton C.S.D. 29	Elem.	80	868	1.120	418	120,124	22	836	1306.46
	Addieville C.S.D. 47	Elem.	95	854	1.370	390	59,662	158	771	805.90
	Nashville C.C.S.D. 49	Elem.	518	632	1.340	396	50,830	203	754	790.47
	Okawville S.D. 61	Elem.	247	754	1.560	332	35,968	356	664	867.79
	Johannisburg C.C.S.D. 78	Elem.	145	816	1.570	330	33,895	382	650	986.38
	Okawville C.H.S.D. 88	Sec.	299	731	1.505	96	76,860	82	786	1160.27
	Nashville C.H.S.D. 99	Sec.	424	677	1.390	113	86,497	54	806	1104.77
WAYNE 96	Sims C.C.S.D. 5	Elem.	83	865	2.012	186	10,005	1035	94	765.53
	New Hope C.C.S.D. 6	Elem.	153	810	1.621	316	24,116	630	550	741.79
	Cisne C.C.S.D. 7	Elem.	156	808	1.994	192	39,721	307	636	885.75
	Mount Erie C.C.S.D. 11	Elem.	97	853	1.385	385	30,893	436	658	827.20
	Orchardville C.C.S.D. 13	Elem.	109	845	1.705	292	18,763	808	430	827.83
	Geff C.C.S.D. 14	Elem.	128	831	1.918	215	21,292	713	434	642.78
	Berry C.C.S.D. 15	Elem.	92	857	2.075	166	46,018	250	656	819.58
	Johnsonville C.C.S.D. 16	Elem.	112	843	1.497	352	50,102	211	731	868.21

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WAYNE 96 (cont)	Jasper C.C.S.D. 17	Elem.	153	810	1,928	213	16,729	883	305	773.57
	Merriam C.C.S.D. 19	Elem.	144	817	2,081	164	20,729	734	378	717.14
	Oak Grove C.C.S.D. 21	Elem.	91	858	1,812	249	24,233	627	511	772.58
	Wayne City C.C.S.D. 22	Elem.	272	743	1,962	203	16,475	887	292	625.60
	Fairfield S.D. 112	Elem.	920	458	1,602	321	14,516	947	325	747.73
	Fairfield C.H.S.D. 225	Sec.	669	559	1,679	76	39,816	305	670	901.58
	Wayne City C.H.S.D 226	Sec.	235	761	1,641	81	59,857	155	747	1126.70
	Cisne C.H.S.D. 228	Sec.	237	759	1,303	125	71,985	98	797	1210.87
WHITE 97	Grayville C.U.S.D. 1	Unit	579	605	3.225	51	17,477	865	116	984.21
	Crossville C.U.S.D 2	Unit	437	825	2,450	297	32,300	413	507	1033.83
	Norris City-Omaha C.U.S.D. 3	Unit	693	552	2,475	285	19,419	780	260	882.79
	Enfield C.U.S.D. 4	Unit	411	683	2,770	158	16,622	884	152	1026.36
	Carmi C.U.S.D. 5	Unit	2,127	209	2,862	135	18,253	931	178	933.80
	Mill Shoals C.C.S.D. 18	Elem.	77	869	1,790	259	20,085	752	439	676.77
	Mills Prairie C.H.S.D. 229	Sec.	58	884	2,090	31	66,702	121	724	1690.99

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WHITESIDE 98	Erie C.U.S.D. 1	Unit	1,155	394	2.990	93	34,2[illegible]	374	448	1317.99
	River Bend C.U.S.D. 2	Unit	1,723	271	3.441	30	1[illegible]28	967	47	856.16
	Prophetstown-Lyndon C.U.S.D. 3	Unit	1,158	393	3.133	66	22,687	680	229	925.52
	Tampico C.U.S.D. 4	Unit	545	622	2.989	94	31,718	422	409	1140.43
	Sterling C.U.S.D. 5	Unit	6,808	48	N.A.	N.A.	18,380	826	N.A.	N.A.
	East Coloma S.D. 12	Elem.	456	661	1.993	193	18,630	815	342	709.71
	Rock Falls S.D. 13	Elem.	1,914	237	2.375	94	12,289	994	100	746.24
	Riverdale S.D. 14	Elem.	213	772	2.364	96	14,986	934	177	718.56
	Morrison S.D. 62	Elem.	898	463	1.728	286	27,758	514	572	711.90
	Montmorency C.C.S.D. 145	Elem.	409	684	1.810	250	27,467	517	557	813.06
	Clystic C.C.S.D. 149	Elem.	149	813	2.048	176	36,386	349	604	842.13
	Union Grove C.C.S.D. 150	Elem.	266	747	1.558	333	30,465	446	632	845.78
	Rock Falls T.H.S.D. 301	Sec.	1,194	383	1.570	89	42,963	280	694	1040.41
	Morrison C.H.S.D. 307	Sec.	546	621	1.652	80	71,721	100	771	1265.53
WILL 99	Braidwood C.C.S.D. 5C	Elem.	580	604	1.628	313	15,763	912	360	558.76
	Channahon S.D. 17	Elem.	561	613	1.613	317	18,831	804	456	572.41

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WILL (cont)	Troy C.C.S.D. 30C	Elem.	1,803	259	1.932	211	28,648	493	549	730.98
	Homer C.C.S.D. 33C	Elem.	490	642	1.865	229	25,257	592	517	663.64
	Custer Park C.C.S.D. 44C	Elem.	200	778	2.143	149	26,862	541	484	819.78
	Laraway C.C.S.D. 70C	Elem.	761	520	1.057	420	75,925	85	817	926.09
	Union S.D. 81	Elem.	348	711	2.249	119	18,160	840	276	651.55
	Rockdale S.D. 84	Elem.	376	698	0.964	423	135,125	14	839	829.09
	Joliet S.D. 86	Elem.	12,080	16	2.226	123	24,249	625	423	925.92
	Chaney S.D. 88	Elem.	817	492	1.951	205	19,236	786	370	749.82
	Richland S.D. 88A	Elem.	394	690	1.851	237	33,921	381	613	659.44
	Fairmont S.D. 89	Elem.	761	520	2.874	26	8,396	1058	21	721.81
	Taft S.D. 90	Elem.	407	685	2.211	126	20,102	751	289	724.49
	Milne-Kelvin Grove S.D. 91	Elem.	943	449	1.335	397	21,313	711	570	733.27
	Ludwig Reed S.D. 92	Elem.	1,970	228	1.723	287	48,604	220	702	840.63
	Manhattan S.D. 114	Elem.	389	692	1.778	265	36,448	348	641	824.50
	New Lenox S.D. 122	Elem.	2,069	220	1.905	219	12,497	775	395	689.21
	Frankfort C.C.S.D. 157C	Elem.	718	539	2.062	172	29,627	466	537	806.73
	Mokena S.D. 159	Elem.	859	475	1.960	204	18,099	846	335	757.69

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WILL (cont)	Summit Hill S.D. 161	Elem.	777	510	2.229	122	11,241	1,023	96	608.18
	Beecher C.U.S.D. 200U	Unit	734	532	3.040	80	25,790	573	296	837.84
	Crete Monee C.U.S.D. 201U	Unit	5,217	73	3.601	19	13,899	963	41	923.75
	Plainfield S.D. 202	Unit	3,573	117	3.582	20	15,956	909	71	830.34
	Elwood C.C.S.D. 203	Elem.	271	744	1.744	279	24,940	605	535	753.83
	Joliet T.H.S.D. 204	Sec.	6,483	51	1.721	69	74,910	90	771	1421.83
	Lockport T.H.S.D. 205	Sec.	2,409	187	1.606	87	76,156	84	782	1062.92
	Reed Custer T.H.S.D. 206	Sec.	273	742	1.765	61	50,337	207	703	1051.05
	Peotone C.U.S.D. 207U	Unit	1,374	342	2.882	124	29,205	473	388	986.97
	Wilmington C.U.S.D. 209U	Unit	2,099	216	2.739	173	15,340	924	128	803.76
	Lincoln Way C.H.S.D. 210	Sec.	1,841	255	2.221	25	53,791	193	671	1156.70
	Valley View C.U.S.D. 365U	Unit	9,967	26	N.A.	N.A.	12,680	992	N.A.	N.A.
WILLIAMSON 100	Johnston City C.U.S.D. 1	Unit	1,370	344	2.546	254	11,214	1,024	69	788.86
	Marion C.U.S.D. 2	Unit	4,424	88	2.674	188	13,237	980	92	850.84
	Crab Orchard C.U.S.D. 3	Unit	419	679	2.699	182	21,526	706	269	899.34
	Herrin C.U.S.D. 4	Unit	3,256	134	2.975	99	11,264	1,021	37	854.61

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WILLIAMSON(cont)	Carterville C.U.S.D. 5	Unit	1,419	327	3.142	64	11,368	1,020	32	822.60
WINNEBAGO 101	Rockton S.D. 13	Elem.	631	581	2.009	187	17,494	863	306	698.50
	Harlem Unit District 122	Unit	9,024	31	3.054	75	13,848	966	75	808.04
	Kinnikinnick C.C.S.D. 131	Elem.	549	619	2.230	121	25,944	570	454	874.88
	Prairie Hill C.C.S.D. 133	Elem.	190	783	1.930	212	25,886	572	513	864.41
	Shirland C.C.S.D. 134	Elem.	220	768	2.053	174	20,781	731	387	780.71
	Stephen Mack C.C.S.D. 139	Elem.	260	750	1.910	217	37,296	336	631	841.31*
	Rockford S.D. 205	Unit	42,167	2	2.866	133	23,106	663	275	1013.76
	Hononegah C.H.S.D. 207	Sec.	767	516	1.623	84	57,739	166	741	901.63
	South Beloit C.U.S.D. 320	Unit	1,482	316	3.017	86	15,630	915	101	952.57
	Pecatonia C.U.S.D. 321	Unit	999	436	3.062	74	14,983	935	89	773.04
	Durand C.U.S.D. 322	Unit	790	505	2.938	110	18,974	794	181	826.56
	Winnebago C.U.S.D. 323	Unit	1,440	323	2.886	122	18,223	833	176	814.05
WOODFORD 102	Metamora C.C.S.D. 1	Elem.	651	571	1.465	364	30,861	437	645	725.06
	Riverview C.C.S.D. 2	Elem.	434	670	2.163	145	10,562	1,030	87	637.86

Enrollment and Finance Data
for
Illinois School Districts
(by county)

COUNTY	SCHOOL DISTRICT	DISTRICT TYPE	TOTAL ENROLLMENT	ENROL RANK	DISTRICT FINANCIAL INFORMATION					
					TOTAL TAX	TAX RANK	AVPP-$	AVPP RANK	EFFORT RANK	OEPP-$
WOODFORD (cont)	Washburn-Lowpoint C.U.S.D. 21	Unit	747	526	2,820	140	26,438	552	344	1044.37
	Roanoke-Benson C.U.S.D. 60	Unit	1,071	413	2.449	299	26,381	553	417	953.05
	Germantown S.D. 69	Elem.	533	626	2,391	89	13,534	973	134	646.90
	Minonk C.U.S.D. 108	Unit	982	440	2.265	349	34,468	372	559	872.99
	Metamora T.H.S.D. 122	Sec.	666	560	1.799	57	47,360	233	684	966.65
	Eureka C.U.S.D. 140	Unit	1,551	305	2.650	194	21,905	698	285	875.70
	El Paso C.U.S.D. 375	Unit	1,139	397	2.259	354	28,712	491	490	823.88

EXHIBIT B

NUMBER OF SCHOOL DISTRICTS AND AVERAGE ENROLLMENT PER DISTRICT
BY STATE
1972*

STATE	TOTAL NUMBER OF SCHOOL DISTRICTS (All Types)	AVERAGE POP. PER DISTRICT	AVERAGE ENROLLMENT PER DISTRICT
Hawaii	1	769,913	182,463
Nevada	17	28,749	7,729
Maryland	24	163,516	38,791
Delaware	26	21,081	5,193
Alaska	29	10,420	2,890
Rhode Island	40	23,743	4,767
Utah	40	26,482	7,644
West Virginia	55	31,713	7,329
Louisiana	66	55,200	12,990
Florida	67	101,335	21,342
New Mexico	89	11,416	3,210
South Carolina	93	27,855	6,767
Wyoming	94	3,536	919
Idaho	115	6,200	1,610
Alabama	126	27,335	6,399
Virginia	140	33,203	7,672
Tennessee	147	26,695	6,101
Mississippi	150	14,779	3,529
North Carolina	152	33,434	7,763
New Hampshire	167	4,417	983
Connecticut	169	17,942	3,946
Colorado	181	12,195	3,119
Georgia	188	24,413	5,819
Kentucky	190	16,944	3,786
South Dakota	233	2,859	702
Vermont	276	1,610	420
Maine	292	3,903	843
Arizona	293	5,879	1,551
Kansas	311	7,232	1,626
Indiana	312	16,646	3,945
Washington	318	10,721	2,532
Oregon	341	6,133	2,361
North Dakota	386	1,600	374
Arkansas	387	4,970	1,192
Massachusetts	430	13,231	2,733
Minnesota	443	8,589	2,104
Wisconsin	444	9,950	2,252
Iowa	453	6,236	1,458
Pennsylvania	569	20,727	4,170
New Jersey	602	11,907	2,526
Michigan	620	14,315	3,563
Ohio	625	17,043	3,877
Missouri	629	7,436	1,714
Oklahoma	649	3,943	977

STATE	TOTAL NUMBER OF SCHOOL DISTRICTS (All Types)	AVERAGE POP. PER DISTRICT	AVERAGE ENROLLMENT PER DISTRICT
Montana	652	1,065	267
New York	756	24,129	4,652
California	1,117	17,863	4,218
ILLINOIS	1,146	9,698	2,066
Texas	1,167	9,594	2,381
Nebraska	1,400	1,060	236

* Source: "Rankings of the States 1972," Research Report 1972-R1, published by the Research Division, National Education Association, Washington, D.C., 1972.

EXHIBIT C

POPULATION DENSITIES BY COUNTIES

County	1970 Population	Total Districts September, 1972	Area in Square Miles	Population Density
Adams 1	70,861	5	866	81.8
Alexander 2	12,015	2	224	53.6
Bond 3	14,042	2	383	36.7
Boone 4	25,440	2	283	89.9
Brown 5	5,586	1	307	18.2
Bureau 6	38,541	24	868	44.4
Calhoun 7	5,675	2	259	21.9
Carroll 8	19,296	7	468	41.2
Cass 9	14,219	4	370	38.4
Champaign 10	163,281	19	1,000	163.3
Christian 11	35,948	10	709	50.7
Clark 12	16,216	5	505	32.1
Clay 13	14,735	7	464	31.8
Clinton 14	28,315	12	498	56.9
Coles 15	47,815	3	507	94.3
Cook 16	5,492,369	146	954	5,757.2
Crawford 17	19,824	4	442	44.9
Cumberland 18	9,772	2	346	28.2
DeKalb 19	71,654	10	636	112.7
DeWitt 20	16,975	3	399	42.5
Douglas 21	18,997	5	420	45.2
DuPage 22	491,882	47	331	1,486.1
Edgar 23	21,591	5	628	34.4
Edwards 24	7,090	1	225	31.5
Effingham 25	24,608	5	482	51.1
Fayette 26	20,752	5	718	28.9
Ford 27	16,382	5	488	33.6
Franklin 28	38,329	14	434	88.3
Fulton 29	41,890	13	874	47.9
Gallatin 30	7,418	3	328	22.6
Greene 31	17,014	3	543	31.3
Grundy 32	26,535	16	432	61.4
Hamilton 33	8,665	1	435	19.9
Hancock 34	23,645	8	797	29.7
Hardin 35	4,914	2	183	26.9
Henderson 36	8,451	2	381	22.2
Henry 37	53,217	11	826	64.4
Iroquois 38	33,532	15	1,122	29.9
Jackson 39	55,008	10	603	91.2
Jasper 40	10,741	1	495	21.7
Jefferson 41	31,446	19	574	54.8
Jersey 42	18,492	1	374	49.4
Jo Daviess 43	21,766	7	614	35.4
Johnson 44	7,550	9	345	21.9
Kane 45	251,005	9	516	486.4
Kankakee 46	97,250	14	680	143.0

County	1970 Population	Total Districts September, 1972	Area in Square Miles	Population Density
Kendall 47	26,374	6	320	82.4
Knox 48	61,280	6	728	84.2
Lake 49	382,638	55	457	837.3
LaSalle 50	111,409	37	1,153	96.6
Lawrence 51	17,522	2	374	46.9
Lee 52	37,947	6	729	52.1
Livingston 53	40,690	19	1,043	39.0
Logan 54	33,538	14	622	53.9
Macon 55	125,010	8	576	217.0
Macoupin 56	44,557	9	872	51.1
Madison 57	250,934	15	731	343.3
Marion 58	38,986	14	580	67.2
Marshall 59	13,302	6	395	33.7
Mason 60	16,161	6	541	29.9
Massac 61	13,889	11	246	56.5
McDonough 62	36,653	7	582	63.0
McHenry 63	111,555	22	611	182.6
McLean 64	104,389	13	1,173	89.0
Menard 65	9,685	3	312	31.0
Mercer 66	17,294	4	556	31.1
Monroe 67	18,831	3	380	50.0
Montgomery 68	30,260	5	706	42.9
Morgan 69	36,174	5	565	64.0
Moultrie 70	13,263	3	345	38.4
Ogle 71	42,867	12	757	56.6
Peoria 72	195,318	18	624	313.0
Perry 73	19,757	9	443	44.6
Piatt 74	15,509	5	437	35.5
Pike 75	19,185	7	829	23.1
Pope 76	3,857	1	381	10.1
Pulaski 77	8,741	2	204	42.8
Putnam 78	5,007	2	166	30.2
Randolph 79	31,379	8	594	52.8
Richland 80	16,829	2	364	46.2
Rock Island 81	166,734	9	420	397.0
St. Clair 82	285,176	28	670	425.6
Saline 83	25,721	4	384	67.0
Sangamon 84	161,335	12	880	183.3
Schuyler 85	8,135	1	434	18.7
Scott 86	6,096	2	251	24.3
Shelby 87	22,589	9	772	29.3
Stark 88	7,510	5	291	25.8
Stephenson 89	48,861	5	568	86.0
Tazewell 90	118,649	22	653	181.7
Union 91	16,071	7	414	38.8
Vermilion 92	97,047	26	898	108.1
Wabash 93	12,841	2	221	58.1
Warren 94	21,595	5	542	39.8
Washington 95	13,780	11	565	24.4

County	1970 Population	Total Districts September, 1972	Area in Square Miles	Population Density
Wayne 96	17,004	16	715	23.8
White 97	17,312	7	501	34.6
Whiteside 98	62,877	15	690	91.1
Will 99	249,498	32	845	295.3
Williamson 100	49,021	5	427	114.8
Winnebago 101	246,623	12	520	474.3
Woodford 102	28,012	9	537	52.2
Corrections		1		
Total	11,104,076	1,092	55,930	
Average				157.2

EXHIBIT D

ILLINOIS SCHOOL DISTRICTS OF
LESS THAN MINIMUM SIZE*

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
ADAMS	Payson CUSD 1	U	877
	Liberty CUSD 2	U	764
	Camp Point CUSD 3	U	1,404
	Mendon CUSD 4	U	1,129
ALEXANDER	Cairo USD 1	U	1,335
	Egyptian CUSD 5	U	1,037
BOND	Mulberry Grove CUSD 1	U	689
BOONE	North Boone CUSD 200	U	1,232
BROWN	Brown Co. CUSD 1	U	1,168
BUREAU	Ohio CCSD 17	E	212
	Kasbeer CSD 23	E	64
	Malden CCSD 84	E	195
	Cherry SD 92	E	130
	Ladd CCSD 94	E	258
	Dalzell SD 98	E	102
	DePue USD 103	U	439
	Wyanet CCSD 126	E	230
	Leepertown CCSD 175	E	94
	Bureau CSD 250	E	82
	Walnut CCSD 285	E	470
	Tiskilwa CUSD 300	U	584
	Lamoille CUSD 303	U	554
	Manlius CUSD 305	U	415
	Western CUSD 306	U	709
	Neponset CCSD 307	U	272
	Ohio CHSD 505	S	82
	Walnut CHSD 508	S	248
	Wyanet CHSD 510	S	142
	Malden CHSD 511	S	69
CALHOUN	Brussels CHSD 37	S	98
	Calhoun CUSD 40	U	850
	Brussels-Richwood CCSD 41	E	106
CARROLL	Thomson CUSD 301	U	510
	Shannon CUSD 303	U	384
	Mt. Carroll CUD 304	U	847
	Lanark CUSD 305	U	718
	Milledgeville CUSD 312	U	651
	Chadwick CUSD 399	U	339

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
CASS	Chandlerville CUSD 62	U	302
	Virginia CUSD 64	U	665
	Ashland CUSD 212	U	549
CHAMPAIGN	Fisher CUSD 1	U	812
	Mahomet CUSD 3	U	1,363
	Broadlands-ABL CUSD 6	U	420
	Thomasboro CCSD 130	E	272
	Ludlow CCSD 142	E	207
	St. Joseph CCSD 169	E	663
	Stanton Center CCSD 177	E	65
	Flatville CCSD 183	E	90
	Gifford CCSD 188	E	279
	Homer CCSD 208	U	510
	Ogden CCSD 212	E	165
	Royal CCSD 216	E	91
	Penfield CCSD 224	E	125
	St. Joseph-Ogden CHSD 305	S	384
CHRISTIAN	Morrisonville CUSD 1	U	647
	Edinburg CUSD 4	U	563
	Mount Auburn CUSD 5	U	370
	Stonington CUSD 7	U	546
	Assumption CUSD 9	U	553
	Kincaid SD 182	E	355
	Tovey SD 183	E	136
	So. Fork CHSD 310	S	182
CLARK	Casey CUSD 1C	U	1,221
	Martinsville CUSD 3C	U	714
	Westfield SD 105	E	188
	Westfield Twp. HSD 201	S	72
CLAY	Xenia CCSD 3	E	172
	Clay City CUD 10	U	659
	North Clay CUSD 25	U	910
	Lincoln CCSD 30	E	231
CLINTON	Breese SD 12	E	477
	Aviston SD 21	E	332
	Willow Grove SD 46	E	245
	Bartelso SD 57	E	235
	Germantown SD 60	E	340
	Damiansville SD 62	E	185
	Albers SD 63	E	215
	St. Rose SD 141-5	E	269
	Wamac SD 186	E	145
COLES	Oakland CUSD 5	U	646
COOK	Northfield SD 29	E	803
	West Northfield SD 31	E	705
	Kenilworth SD 38	E	614
	Niles SD 71	E	736

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
COOK (Cont.)	Skokie Fairview SD 72	E	860
	East Prairie SD 73	E	701
	Rosemont SD 78	E	318
	Pennoyer SD 79	E	574
	Rhodes SD 84-5	E	600
	River Grove SD 85-5	E	693
	Union Ridge SD 86	E	612
	Lindop SD 92	E	596
	Hillside SD 93	E	703
	Komarek SD 94	E	656
	Pleasantdale SD 107	E	590
	Willow Springs SD 108	E	515
	Central Stickney SD 110	E	470
	Patton SD 133	E	498
	Calumet City SD 156	E	815
	Thornton SD 154	E	831
	Burnham SD 154-5	E	282
	Siedan Prairie SD 159	E	302
	Sunnybrook SD 171	E	973
	Sandridge SD 172	E	172
CRAWFORD	Hutsonville CUSD 1	U	504
	Palestine CUSD 3	U	627
	Oblong CUSD 4	U	1,070
CUMBERLAND	Neoga CUSD 3	U	987
	Cumberland CUSD 77	U	1,426
DEKALB	Genoa-Kingston CUSD 424	U	1,385
	Shabbona CUSD 425	U	710
	Hiawatha CUSD 426	U	726
	Hinckley-Big Rock CUSD 429	U	971
	Waterman CUSD 431	U	518
	Somonauk CUSD 432	U	561
	Malta CUSD 433	U	459
DEWITT	Wapella CUSD 5	U	397
	Farmer City-Mansfield CUSD 17	U	1,173
DOUGLAS	Villa Grove CUSD 302	U	1,101
	Newman CUSD 303	U	391
	Arthur CUSD 305	U	887
	Arcola CUSD 306	U	1,004
DUPAGE	Medinah SD 11	E	768
	Bloomingdale SD 13	E	735
	Keeneyville SD 20	E	131
	Benjamin SD 25	E	295
	McAuley SD 27	E	20
	Winfield SD 34	E	723
	Butler SD 53	E	655
	Maercker SD 60	E	940
	Gower SD 62	E	794
	Cass SD 63	E	464

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
DUPAGE (cont.)	Bromberek SD 65	E	274
	Center Cass SD 66	E	807
	Puffer SD 69	E	613
	Palisades CCSD 180	E	632
	West Naperville CUSD 204	U	1,162
EDGAR	Edgar Co. CUSD 2	U	572
	Kansas CUSD 3	U	436
	Paris CUSD 4	U	772
	Chrisman CUSD 6	U	601
EDWARDS	Edwards Co. CUSD 1	U	1,388
EFFINGHAM	Altamont CUSD 10	U	786
	Beecher City CUSD 20	U	577
	Dieterich CUSD 30	U	599
	Teutopolis CUSD 50	U	1,373
FAYETTE	Brownstown CUSD 201	U	540
	St. Elmo CUSD 202	U	702
	Ramsey CUSD 204	U	596
	Farina-Lagrove CUSD 206	U	457
FORD	Gibson City CUSD 1	U	1,336
	Roberts-Thawville CUSD 3	U	347
	Melvin-Sibley CUSD 4	U	430
	Piper City CUSD 5	U	388
FRANKLIN	Mulkeytown CCSD 32	E	153
	Christopher SD 34	E	578
	Flatts SD 37	E	20
	Christopher CHSD 38	S	301
	Thompsonville SD 62	E	195
	Akin CCSD 91	E	114
	Logan CCSD 110	E	85
	Thompsonville CHSD 112	S	106
	Ewing Northern CCSD 115	E	160
	Ziegler-Royalton CUSD 188	U	878
	Sesser CUSD 196	U	909
FULTON	Astoria CUSD 1	U	621
	VIT CUSD 2	U	731
	Cuba CUSD 3	U	961
	Fairview-Spoon River CUSD 4	U	890
	St. David SD 87	E	147
	Dunfermline SD 88	E	75
	Lewistown SD 141	E	764
	Avon CUSD 176	U	585
	S. Fulton Con. SD 330	E	109
	Prichard-Clark CSD 340	E	102
	Lewistown CHSD 341	S	430
GALLATIN	North Gallatin CUSD 1	U	598
	S.E. Gallatin CUSD 2	U	695
	Equality CUSD 4	U	306

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
GREENE	Carrollton CUSD 1	U	1,083
	Greenfield CUSD 10	U	856
GRUNDY	Coal City CUSD 1	U	1,360
	Kinsman CCSD 7C	E	93
	Verona CCSD 10C	E	110
	Nettle Creek CCSD 24C	E	110
	Goodfarm CCSD 35C	E	102
	Mazon CCSD 40C	E	281
	Saratoga CCSD 60C	E	429
	Gardner CCSD 72C	E	274
	Gardner-S. Wilmington THSD 73	S	276
	So. Wilmington Con. SD 74	E	137
	Braceville SD 75	E	332
	Mazon THSD 97	S	211
	Minooka CHSD 111	S	460
	Minooka CCSD 201	E	754
HANCOCK	Warsaw CUSD 316	U	781
	Plymouth CCSD 319	U	351
	Nauvoo-Colusa CUSD 325	U	610
	Hamilton CCSD 328	U	1,064
	LaHarpe CUSD 335	U	665
	Dallas City CUSD 336	U	602
	Southeastern CCSD 337	U	632
	Carthage CUSD 338	U	1,261
HARDIN	Rosiclare CUSD 1	U	635
	Cave-In-Rock CUSD 2	U	514
HENDERSON	Union-Oquawka CUSD 115	U	1,049
	Southern CUSD 120	U	742
HENRY	Briar Bluff SD 157	E	184
	Colona SD 190	E	871
	Orion CUSD 223	U	1,332
	Galva CUSD 224	U	1,153
	Alwood CUSD 225	U	828
	Annawan CUSD 226	U	743
	Cambridge CUSD 227	U	825
	Wethersfield CUSD 230	U	1,067
	Atkinson CUSD 233	U	478
IROQUOIS	Onarga CUSD 1	U	414
	Gilman CUSD 2	U	795
	Donovan CUSD 3	U	853
	Sheldon CUSD 5	U	483
	Cissna Park CUSD 6	U	517
	Wellington CUSD 7	U	300
	Buckley-Loda CUSD 8	U	394
	Milford THSD 233	S	245
	Crescent-Iroquois CD 252	S	86
	Stockland CCSD 253	U	98

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
IROQUOIS (cont.)	Crescent City CCSD 275	E	195
	Milford CCSD 280	E	399
	Bryce-Ash Grove CCSD 284	E	87
JACKSON	Desoto Con. SD 86	E	191
	Giant City CCSD 130	E	266
	Unity Point CCSD 140	E	620
	Glendale CCSD 160	E	94
	Mississippi Valey CUSD 166	U	265
	Trico CUSD 176	U	1,182
	Elverado CUSD 196	U	718
JEFFERSON	Waltonville CUSD 1	U	435
	Rome CCSD 2	E	265
	Field CCSD 3	E	215
	Woodlawn CCSD 4	E	285
	Belle Rive CCSD 5	E	118
	Grand Prairie CCSD 6	E	104
	Dodds CCSD 7	E	138
	Ina CCSD 8	E	136
	Opdyke CCSD 9	E	126
	McClellan CCSD 12	E	76
	Old Union SD 50	E	113
	Summersville SD 79	E	369
	Bethel SD 82	E	119
	Farrington CCSD 99	E	105
	Bluford CCSD 114	E	301
	Webber THSD 204	S	154
	Woodlawn CHSD 205	S	127
JO DAVIESS	E. Dubuque Unit SD 119	U	763
	Galena Unit SD 120	U	1,186
	Warren CUSD 205	U	818
	Stockton CUSD 206	U	1,151
	Elizabeth CUSD 208	U	435
	Scales Mound CUSD 211	U	362
	Hanover CUSD 212	U	486
JOHNSON	Tunnel Hill CCSD 2C	E	56
	New Burnside SD 3	E	149
	Goreville SD 18	E	231
	Simpson SD 27	E	75
	Buncombe Con. SD 43	E	76
	Vienna SD 55	E	395
	Cypress SD 64	E	182
	Goreville THSD 71	S	103
	Vienna THSD 133	S	414
KANE	Central CUSD 301	U	942
KANKAKEE	R.U.C.E. CUSD 3	U	559
	Manteno CUSD 5	U	1,277
	Grant Park CUSD 6	U	682

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
KANKAKEE (cont.)	St. Anne CCSD 256	E	411
	St. George CCSD 258	E	151
	Wichert CCSD 262	E	203
KENDALL	Newark CHSD 18	S	224
	Newark CCSD 66	E	310
	Lisbon CCSD 90	E	168
KNOX	Knoxville CUSD 202	U	1,344
	Yates City CUSD 207	U	431
	ROVA CUSD 208	U	1,086
	Williamsfield CUSD 210	U	432
	Abingdon CUSD 217	U	1,489
LAKE	Lotus SD 10	E	230
	Newport CCSD 11	E	266
	Millburn CCSD 24	E	163
	Emmons SD 33	E	241
	Grass Lake SD 36	E	325
	Big Hollow SD 38	E	528
	Grayslake CCSD 46	E	851
	Avon Center SD 47	E	466
	Gurnee SD 56	E	802
	Spaulding SD 58	E	601
	N. Chicago SD 63	E	769
	Oak Grove SD 68	E	498
	Rondout SD 72	E	128
	Hawthorn CCSD 73	E	751
	Diamond Lake SD 76	E	927
	Fremont SD 79	E	476
	Kildeer Countryside CCSD 96	E	920
	Aptakisic Tripp CCSD 102	E	325
	Bannockburn SD 106	E	208
	Fox Lake SD 114	E	662
LASALLE	Leland CUSD 1	U	419
	Earlville CUSD 9	U	669
	Lostant CCSD 25	E	186
	Eagle SD 43	E	50
	Otter Creek SD 56	E	81
	Allen Twp. CCSD 65	E	161
	Tonica CCSD 79	E	361
	Deer Park CCSD 82	E	152
	Grand Ridge CCSD 95	E	458
	LaSalle SD 122	E	975
	Oglesby Elem. SD 125	E	547
	John F. Kennedy CCSD 129	E	94
	Utica SD 135	E	163
	Marseilles USD 155	U	1,217
	Seneca THSD 160	S	263
	Seneca CCSD 170	E	540
	Dimmick CCSD 175	E	143
	Waltham CCSD 185	E	177

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
LASALLE (cont.)	Wallace CCSD 195	E	219
	Wedron CCSD 201	E	98
	Miller Twp. CCSD 210	E	222
	Rutland CCSD 230	E	171
	Ophir CCSD 235	E	129
	Freedom CCSD 245	E	132
	Serena CCSD 265	E	237
	Sheridan SD 272	E	213
	Tonica CHSD 360	S	152
	Serena CHSD 390	S	327
	Lostant CHSD 400	S	86
LEE	Nelson SD 8	E	86
	Steward SD 220	E	174
	Lee Center CUSD 271	U	1,028
	Ashton CUSD 275	U	565
LIVINGSTON	Chatsworth CUSD 1	U	479
	Forrest Strawn Wing CUSD 2	U	780
	Fairbury Cropsey CUSD 3	U	1,341
	Flanagan CUSD 4	U	545
	Streator Woodland CUSD 5	U	1,202
	Saunemin CUSD 6	U	355
	Tri-Point CUSD 6J	U	633
	Cornell CHSD 70	S	117
	Odell CHSD 160	S	165
	Dwight THSD 230	S	420
	Dwight SD 232	E	860
	Rooks Creek CCSD 425	E	82
	Cornell CCSD 426	E	252
	Pontiac Esmen CCSD 430	E	86
	Sunbury CCSD 431	E	74
	Owego CCSD 434	E	19
	Odell CCSD 435	E	265
LOGAN	Chestnut CCSD 10	E	103
	Beason CCSD 17	E	124
	Hartsburg Emden CUSD 21	U	447
	New Holland CUSD 22	U	434
	Mt. Pulaski THSD 28	S	287
	Mt. Pulaski CCSD 34	E	522
	Chester-E.Lincoln CCSD 61	E	343
	Broadwell CCSD 68	E	110
	W. Lincoln CCSD 72	E	157
	Elkhart CCSD 264	E	178
	Beason CHSD 405	S	74
	Elkhart CHSD 406	S	90
MACON	Argenta CUSD 1	U	1,413
	Maroa-Forsyth CUSD 2	U	1,022
	Macon CUSD 5	U	901
	Niantic-Harristown CUSD 6	U	838

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
MACON (cont.)	Blue Mound-Boody CUSD 10	U	764
	Warrensburg-Latham CUSD 11	U	1,289
MACOUPIN	Northwestern CUSD 2	U	687
	Girard CUSD 3	U	851
	Virden CUSD 4	U	1,319
	Mt. Olive CUSD 5	U	836
	Staunton CUSD 6	U	1,064
	Bunker Hill CUSD 8	U	1,032
MADISON	Venice CUSD 3	U	1,025
	Livingston CCSD 4	U	426
	Worden Unit SD 16	U	296
MARION	Raccoon Con. SD 1	E	336
	Kell Con. SD 2	E	158
	Iuka CCSD 7	E	236
	Selmaville CCSD 10	E	234
	Patoka CUSD 100	U	358
	Odin SD 122	E	296
	Central City SD 133	E	361
	Kinmundy-Alma CUSD 301	U	646
	Sandoval CUSD 501	U	654
	Odin CHSD 700	S	124
MARSHALL	Wenona CUSD 1	U	582
	Toluca CUSD 2	U	457
	Sparland CUSD 3	U	486
	Mid-County CUSD 4	U	886
	Henry Senachwine CSD 20	S	367
	Henry CCSD 35	E	683
MASON	Easton CUSD 121	U	320
	San Jose CUSD 122	U	385
	Mason City CUSD 123	U	813
	Forman CUSD 124	U	1,044
	Balyki CUSD 125	U	465
	Havana CUSD 126	U	1,356
MASSAC	Jefferson CCSD 5	E	127
	Franklin CCSD 7	E	281
	Maple Grove SD 17	E	113
	Joppa SD 18	E	135
	Joppa CHSD 21	S	146
	Metropolis City SD 35	E	961
	Unity Con. SD 36	E	222
	Brookport USD 38	U	389
	Unionville SD 41	E	62
	New Columbia CSD 44	E	76
McDONOUGH	Bardolph CSD 66	E	142
	Industry CUSD 165	U	383

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
McDONOUGH (cont.)	Bushnell-Prairie CUSD 170	U	1,401
	Northwest CUSD 175	U	725
	Colchester CUSD 180	U	660
	Bardolph CHSD 366	S	67
McHENRY	Fox River Grove CSD 3	E	486
	Union CSD 8	E	223
	Spring Grove SD 11	E	241
	Richmond CSD 13	E	482
	Hawthorn CCSD 17	E	196
	Riley CCSD 18	E	245
	Alden Hebron SD 19	U	606
	Harrison SD 36	E	517
	Prairie Grove CSD 46	E	432
	Ridgefield SD 48	E	82
	Marengo CSD 140	E	672
	Richmond CSD 157	S	316
	Huntley Unit SD 158	U	770
McLEAN	Leroy CUSD 2	U	1,012
	Tri-Valley CUSD 3	U	662
	Heyworth CUSD 4	U	876
	Lexington CUSD 7	U	785
	Colfax-Octavia CUSD 8	U	672
	Chenoa CUSD 9	U	844
	Gridley CUSD 10	U	450
	Saybrook-Arrowsmith CUSD 11	U	434
	Bellflower CCSD 88	E	162
	Bellflower THSD 311	S	89
MENARD	Greenview CUSD 200	U	414
	Athens CUSD 213	U	820
MERCER	Winola CUSD 202	U	888
	Westmer CUSD 203	U	1,033
MONROE	Valmeyer CUSD 3	U	732
	Columbia CUSD 4	U	1,465
MONTGOMERY	Panhandle CUSD 2	U	958
	Nokomis CUSD 22	U	1,124
	Witt U 66	U	329
MORGAN	Franklin CUSD 1	U	645
	Waverly CUSD 6	U	525
	Meredosia CUSD 11	U	525
	Triopia CUSD 27	U	584
MOULTRIE	Sullivan CUSD 300	U	1,470
	Bethany CUSD 301	U	528
	Lovington CUSD 303	U	550

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
OGLE	Kings Con. SD 144	E	211
	Creston CCSD 161	E	218
	Forreston CUSD 221	U	955
	Polo CUSD 222	U	1,310
	Meridian CUSD 223	U	1,404
	Byron CUSD 226	U	1,034
	Mount Morris CUSD 261	U	1,075
	Eswood CCSD 269	E	192
	Leaf River CUSD 270	U	645
PEORIA	Pleasant Valley SD 62	E	512
	Norwood SD 63	E	358
	Bartonville SD 66	E	495
	Oak Grove SD 68	E	855
	Pleasant Hill SD 69	E	379
	Monroe SD 70	E	630
	Bellevue SD 152	E	346
	Brimfield CUSD 309	U	642
	Limestone Walters CCSD 316	E	238
	Elmwood CUSD 322	U	1,001
	Dunlap CUSD 323	U	1,274
	Peoria Hts. CUSD 325	U	1,496
	Princeville CUSD 326	U	1,009
	Illini Bluff CUSD 327	U	1,118
	Hollis Con. SD 328	E	97
PERRY	Tamaroa SD 5	E	179
	Pinckneyville SD 50	E	585
	Tamaroa CHSD 102	S	124
	Swanwick CCSD 203	E	86
	Pinckneyville CCSD 204	E	174
	Tamaroa CCSD 211	E	57
	Pinckneyville CCSD 212	E	119
PIATT	Bement CUSD 5	U	694
	Atwood-Hammond CUSD 39	U	825
	Deland-Weldon CUSD 57	U	543
	Cerro Gordo CUSD 100	U	924
PIKE	Barry CUSD 1	U	551
	West Pike CUSD 2	U	579
	Pleasant Hill CUSD 3	U	529
	Griggsville CUSD 4	U	489
	Perry SD 57	E	149
	Perry CHSD 172	S	73
POPE	Pope Co. CUSD 1	U	799
PULASKI	Century CUSD 100	U	746
	Meridian CUSD 101	U	1,749

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
PUTNAM	Putnam Co. CUSD 535	U	1,287
	Senachwine Con. SD 534	E	60
RANDOLPH	Coulterville USD 1	U	436
	Kaskaskia Island CSD 124	E	55
	Red Bud CUSD 132	U	1,060
	Prairie Durocher CCSD 134	E	263
	Steeleville CUSD 138	U	589
	Chester CUSD 139	U	1,161
RICHLAND	West Richland CUSD 2	U	633
ROCK ISLAND	Hampton SD 29	E	435
	Carbon Cliff SD 36	E	468
ST. CLAIR	Lebanon CUSD 9	U	1,299
	St. Libory Con. SD 30	E	174
	Fayetteville SD 31	E	68
	Marissa CUSD 40	U	1,009
	New Athens CUSD 60	U	800
	Freeburg CCSD 70	E	699
	Freeburg CHSD 77	S	498
	Shiloh Village SD 85	E	230
	Central SD 104	E	360
	Pontiac SD 105	E	951
	Wolf Branch SD 113	E	281
	Whiteside SD 115	E	271
	High Mount SD 116	E	438
	Belle Valley SD 119	E	816
	Smithton CCSD 130	E	219
	Millstadt CCSD 160	E	749
	Signal Hill SD 181	E	507
	Brooklyn UD 188	U	429
SALINE	Galatia CUSD 1	U	365
	Carrier Mills CUSD 2	U	637
SANGAMON	Tri-City CUSD 1	U	729
	Rochester CUSD 3	U	1,180
	Pleasant Plains CUSD 8	U	895
	Auburn CUSD 10	U	935
	Pawnee CUSD 11	U	704
	Illiopolis CUSD 12	U	583
	Divernon CUSD 13	U	375
	Riverton CUSD 14	U	936
	Williamsville CUSD 15	U	808
	New Berlin CUSD 16	U	753
SCOTT	Winchester CUSD 1	U	1,130
	Scott Morgan CUSD 2	U	428
SHELBY	Windsor CUSD 1	U	613
	Findlay CUSD 2	U	406

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
SHELBY (cont.)	Stewardson-Strasburg CUSD 5A	U	535
	Moweaqua CUSD 6A	U	743
	Tower Hill CCSD 10	E	306
	Cowden-Herrick CCSD 11	E	485
	Tower Hill CHSD 185	S	117
	Cowden-Herrick CHSD 188	S	187
STARK	Bradford CUSD 1	U	622
	Toulon-Lafayette CUSD 2	U	836
	Sandham Wyoming CCSD 27	E	351
	Valley CCSD 45	E	133
	Wyoming CHSD 71	S	240
STEPHENSON	Pearl City CUSD 200	U	701
	Dakota CUSD 201	U	1,066
	Lena Winslow CUSD 202	U	1,283
	Orangeville CUSD 203	U	854
TAZEWELL	Columbia SD 49	E	76
	Central SD 51	E	569
	Robein SD 85	E	430
	Rankin SD 98	E	235
	So. Pekin SD 137	E	455
	Green Valley CHSD 306	S	115
	Spring Lake CCSD 606	E	84
	Pleasant View CSD 622	E	121
	Green Valley CCSD 695	E	268
	Deer Creek Mackinaw CUSD 701	U	997
	Tremont CUSD 702	U	892
	Delavan CUSD 703	U	850
UNION	Lick Creek CCSD 16	E	118
	Cobden Unit SD 17	U	676
	Anna CCSD 37	E	892
	Jonesboro CCSD 43	E	452
	Dongola USD 66	U	348
	Shawnee CUSD 84	U	845
VERMILION	Bismarck CUSD 1	U	1,011
	Georgetown CUSD 3	U	1,484
	Catlin CUSD 5	U	985
	East Lynn CSD 6	E	99
	Rossville CUSD 7	U	635
	Rankin SD 8	E	173
	Ridgefarm CUSD 9	U	486
	CUSD 10	U	389
	Armstrong CSD 61	E	157
	Newtown CSD 109	E	203
	Fithian CCSD 125	E	145
	Muncie CSD 130	E	110
	Oakwood SD 132	E	315

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
VERMILION (cont.)	Diamond SD 135	E	364
	Fairmount CCSD 150	E	278
	Sidell CCSD 194	E	167
	Indianola CSD 196	E	118
	E. Lynn THSD 222	S	61
	Rankin THSD 223	S	94
	Armstrong THSD 225	S	164
	Oakwood THSD 227	S	412
	Jamaica CHSD 237	S	241
WABASH	Allendale CCSD 17	U	236
WARREN	Roseville CUSD 200	U	697
	Warren CUSD 222	U	656
	Yorkwood CUSD 225	U	723
	Alexis CUSD 400	U	650
WASHINGTON	Oakdale CCSD 1	E	112
	Irvington CCSD 11	E	139
	Ashley CCSD 15	E	170
	Richview SD 18	E	59
	Hoyleton CSD 29	E	80
	Addieville CSD 47	E	95
	Nashville CCSD 49	E	518
	Okawville SD 61	E	247
	Johannisburg CCSD 78	E	145
	Okawville CHSD 88	S	299
	Nashville CHSD 99	S	424
WAYNE	Sims CCSD 5	E	83
	New Hope CCSD 6	E	153
	Cisne CCSD 7	E	156
	Mount Erie CCSD 11	E	97
	Orchardville CCSD 13	E	109
	Geff CCSD 14	E	128
	Berry CCSD 15	E	92
	Johnsonville CCSD 16	E	112
	Jasper CCSD 17	E	153
	Merriam CCSD 19	E	144
	Oak Grove CCSD 21	E	91
	Wayne City CCSD 22	E	272
	Fairfield SD 112	E	920
	Wayne City CHSD 226	S	235
	Cisne CHSD 228	S	237
WHITE	Grayville CUSD 1	U	579
	Crossville CUSD 2	U	437
	Norris City-Omaha CUSD 3	U	693
	Enfield CUSD 4	U	411
	Mill Shoals CCSD 18	E	77
	Mills Prairie CHSD 229	S	58

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
WHITESIDE	Erie CUSD 1	U	1,155
	Prophetstown-Lyndon CUSD 3	U	1,158
	Tampico CUSD 4	U	545
	East Coloma SD 12	E	456
	Riverdale SD 14	E	213
	Morrison SD 62	E	898
	Montmorency CCSD 145	E	409
	Clystic CCSD 149	E	149
	Union Grove CCSD 150	E	266
WILL	Braidwood CCSD 5C	E	580
	Channahon SD 17	E	561
	Homer CCSD 33C	E	490
	Custer Park CCSD 44C	E	200
	Laraway CCSD 70C	E	761
	Union SD 81	E	348
	Rockdale SD 84	E	376
	Chaney SD 88	E	817
	Richland SD 88A	E	394
	Fairmont SD 89	E	761
	Taft SD 90	E	407
	Milne-Kelvin Grove SD 91	E	943
	Manhattan SD 114	E	389
	Frankfort CCSD 157C	E	718
	Mokena SD 159	E	859
	Summit Hill SD 161	E	777
	Beecher CUSD 200U	U	734
	Elwood CCSD 203	E	271
	Reed Custer THSD 206	S	273
	Peotone CUSD 207U	U	1,374
WILLIAMSON	Johnston City CUSD 1	U	1,370
	Crab Orchard CUSD 3	U	419
	Carterville CUSD 5	U	1,419
WINNEBAGO	Rockton SD 13	E	631
	Kinnikinnick CCSD 131	E	5.9
	Prairie Hill CCSD 133	E	190
	Shirland CCSD 134	E	220
	Stephen Mack CCSD 139	E	260
	South Beloit CUSD 320	U	1,482
	Pecatonica CUSD 321	U	999
	Durand CUSD 322	U	790
	Winnebago CUSD 323	U	1,440
WOODFORD	Metamora CCSD 1	E	651
	Riverview CCSD 2	E	434
	Washburn Lowpoint CUSD 21	U	747
	Roanoke Benson CUSD 60	U	1,071

COUNTY	DISTRICT	TYPE	TOTAL ENROLLMENT
WOODFORD (cont.)	Germantown SD 69	E	533
	Minonk CUSD 108	U	982
	El Paso CUSD 375	U	1,139

	Total in State	% Statewide	Total Under Size	% Under Size
UNIT	436	40.2	301	69.0
ELEMENTARY	505	46.6	330	65.3
SECONDARY	143	13.2	54	37.8
TOTAL	1,084	100.0	685	63.2

* Criteria used in the identification of districts of less than minimum size (as measured by 1971-1972 enrollment) are:

UNIT DISTRICTS:	1,500 Students
ELEMENTARY DISTRICTS:	1,000 Students
SECONDARY DISTRICTS:	500 Students

EXHIBIT E

ILLINOIS SCHOOL DISTRICTS
OF LESS THAN AVERAGE WEALTH*

COUNTY	DISTRICT	TYPE	AVPP
ADAMS	Payson CUSD 1	U	$ 18,684
	Liberty CUSD 2	U	17,536
ALEXANDER	Cairo Unit SD 1	U	14,520
	Egyptian CUSD 5	U	5,875
BOND	Mulberry Grove CUSD 1	U	15,532
	Bond Co. CUSD 2	U	16,076
BOONE	North Boone CUD 200	U	17,161
BROWN	Brown Co. CUSD 1	U	23,177
BUREAU	Ladd CCSD 94	E	30,780
	Dalzell SD 98	E	15,074
	Spring Valley CCSD 99	E	17,624
	Leepertown CCSD 175	E	27,434
	Hall Twp. HSD 502	S	64,695
CALHOUN	Brussels CHSD 37	S	59,885
	Calhoun CUSD 40	U	15,125
CARROLL	Savanna CUSD 300	U	11,256
	Thomson CUSD 301	U	13,512
	Mt. Carroll CUD 304	U	18,951
CASS	Beardstown CUSD 15	U	15,001
	Chandlerville CUSD 62	U	23,471
CHAMPAIGN	Mahomet CUSD 3	U	22,387
	Champaign CUSD 4	U	22,860
	Urbana SD 116	U	19,182
	Rantoul City SD 137	E	8,143
	St. Joseph CCSD 169	E	31,252
	Rantoul Twp. HSD 193	S	43,440
CHRISTIAN	Taylorville CUSD 3	U	20,169
	Pana CUSD 8	U	21,254
	Kincaid SD 182	E	9,666
	Tovey SD 183	E	17,170
	South Fork Com. HSD 310	S	34,114

COUNTY	DISTRICT	TYPE	AVPP
CLARK	Casey CUSD 1C	U	$ 17,537
	Marshall CUSD 2C	U	13,653
	Martinsville CUSD 3C	U	17,439
	Westfield SD 105	E	27,402
	Westfield Twp. HSD 201	S	68,597
CLAY	Xenia CCSD 3	E	30,701
	North Clay CUSD 25	U	20,123
	Lincoln CCSD 30	E	17,460
	Flora Twp. HSD 99	S	39,380
	Flora CCSD 133	E	14,571
CLINTON	Carlyle CUSD 1	U	22,315
	Trenton-Wesclin CUSD 3	U	10,161
	Aviston SD 21	E	14,242
	Willow Grove SD 46	E	18,825
	Bartelso SD 57	E	16,297
	Germantown SD 60	E	13,691
	Damiansville SD 62	E	12,187
	Albers SD 63	E	7,640
	St. Rose SD 141-5	E	18,187
	Wamac SD 186	E	9,735
COLES	Mattoon CUSD 2	U	20,123
COOK	Barrington CCSD 1	E	16,916
	Barrington CCSD 4	E	32,614
	Palatine CCSD 15	E	22,707
	Wheeling CCSD 21	E	18,597
	Prospect Heights SD 23	E	22,482
	Arlington Heights SD 25	E	21,706
	River Trails SD 26	E	23,564
	Northbrook SD 27	E	23,159
	Northbrook SD 30	E	28,139
	Schaumberg CCSD 54	E	15,156
	Mount Prospect SD 57	E	28,241
	East Maine SD 63	E	25,396
	Maywood SD 89	E	27,361
	Brookfield SD 95	E	30,102
	Western Springs SD 101	E	28,150
	Willow Springs SD 108	E	24,999
	Bridgeview SD 109	E	20,738
	South Stickney SD 111	E	21,020
	North Palos SD 117	E	19,174
	Palos CCSD 118	E	25,705
	Oak Lawn SD 122	E	18,873
	Oaklawn-Hometown SD 123	E	28,373
	Atwood Heights SD 125	E	20,255
	Hazelgreen & Oaklawn SD 126	E	24,259

COUNTY	DISTRICT	TYPE	AVPP
COOK (cont.)	Worth SD 127	E	$ 17,986
	Chicago Ridge SD 127-5	E	14,260
	Palos Heights SD 128	E	26,885
	Blue Island SD 130	E	30,130
	Calumet Park SD 132	E	29,812
	Orland Park SD 135	E	16,099
	Kirby SD 140	E	9,529
	Forest Ridge SD 142	E	14,325
	Midlothian SD 143	E	14,402
	Posen Robbins SD 143-5	E	11,686
	Markham SD 144	E	12,121
	Arbor Park SD 145	E	13,155
	Tinley Park CSD 146	E	16,557
	Harvey SD 147	E	20,937
	Dolton SD 148	E	32,303
	Dolton SD 149	E	18,679
	South Holland SD 150	E	19,655
	South Holland SD 151	E	29,604
	Harvey SD 152	E	25,427
	Hazel Crest SD 152-5	E	15,706
	Homewood SD 153	E	24,409
	Thornton SD 154	E	16,128
	Burnham SD 154-5	E	19,917
	Calumet City SD 155	E	26,085
	Calumet City SD 156	E	26,705
	Hoover-Schrumm Memorial SD 157	E	27,177
	Lansing SD 158	E	24,707
	Siedan Prairie SD 159	E	30,611
	Country Club Hills SD 160	E	12,262
	Flossmoor SD 161	E	23,731
	Matteson SD 162	E	19,299
	Park Forest SD 163	E	16,225
	Brookwood SD 167	E	21,611
	Com. Cons. SD 168	E	7,640
	East Chicago Hts. SD 169	E	23,316
	Chicago Heights SD 170	E	32,355
	Sunnybrook SD 171	E	15,238
	Sandridge SD 172	E	24,384
	Steger SD 194	E	15,728
	New Trier THSD 203	S	74,504
	Thornton THSD 205	S	52,514
	Bloom THSD 206	S	70,407
	Maine THSD 207	S	66,974
	Riverside-Brookfield THSD 208	S	64,698
	Palatine THSD 211	S	53,999
	Township HSD 214	S	61,593
	Thornton Fractional THSD 215	S	44,841
	Worth CHSD 218	S	62,493

COUNTY	DISTRICT	TYPE	AVPP
COOK (cont.)	Rich THSD 227	S	$ 39,390
	Bremen CHSD 228	S	36,165
	Oak Lawn CHSD 229	S	53,869
	Palos Hills CHSD 230	S	47,111
	Evergreen Park CHSD 231	S	64,133
	Homewood Flossmoor CHSD 233	S	45,583
	Ridgewood CHSD 234	S	61,729
CRAWFORD	Robinson CUSD 2	U	19,908
	Palestine CUSD 3	U	17,629
	Oblong CUSD 4	U	16,318
CUMBERLAND	Neoga CUSD 3	U	17,474
	Cumberland CUSD 77	U	16,335
DEKALB	Genoa-Kingston CUSD 424	U	18,837
	Sycamore CUSD 427	U	19,977
	Sandwich CUSD 430	U	17,764
DEWITT	Clinton CUSD 15	U	20,686
DOUGLAS	Villa Grove CUSD 302	U	23,539
DUPAGE	Bensenville SD 2	E	25,372
	Elmhurst SD 3	E	26,375
	Addison SD 4	E	23,843
	Wooddale SD 7	E	19,534
	Itasca SD 10	E	24,970
	Medinah SD 11	E	29,024
	Roselle SD 12	E	19,704
	Bloomingdale SD 13	E	23,228
	Marquardt SD 15	E	12,617
	Queen Bee SD 16	E	9,363
	Keeneyville SD 20	E	19,736
	Benjamin SD 25	E	31,715
	West Chicago SD 33	E	22,839
	Winfield SD 34	E	18,995
	Glen Ellyn SD 41	E	28,116
	Lombard SD 44	E	22,828
	Villa Park SD 45	E	22,543
	Elmhurst SD 46	E	32,644
	Downers Grove SD 58	E	26,003
	Maercker SD 60	E	26,694
	Darien SD 61	E	16,107
	Gower SD 62	E	26,924
	Cass SD 63	E	20,180
	Bromberek SD 65	E	21,580
	Center Cass SD 66	E	18,985
	Woodridge SD 68	E	14,890
	Puffer SD 69	E	31,225

COUNTY	DISTRICT	TYPE	AVPP
DUPAGE (cont.)	Hinsdale THSD 86	S	$ 67,649
	Glenbard THSD 87	S	54,976
	Elmhurst CHSD 88	S	63,077
	Glen Ellyn CCSD 89	E	25,331
	Carol Stream CCSD 93	E	19,663
	West Chicago CHSD 94	S	68,884
	Downers Grove CHSD 99	S	57,967
	Fenton CHSD 100	S	59,694
	Lake Park CHSD 108	S	51,533
	Palisades CCSD 180	E	19,697
	Wheaton CUSD 200	U	18,541
	Lisle CUSD 202	U	18,164
	Naperville CUSD 203	U	22,056
EDGAR	Paris SD 95	U	14,270
EDWARDS	Edwards Co. CUSD 1	U	20,540
EFFINGHAM	Altamont CUSD 10	U	23,269
	Beecher City CUSD 20	U	22,756
	Dieterich CUSD 30	U	23,208
	Effingham CUSD 40	U	16,972
	Teutopolis CUSD 50	U	12,872
FAYETTE	Brownstown CUSD 201	U	18,152
	Vandalia CUSD 203	U	18,510
	Ramsey CUSD 204	U	18,899
FORD	Paxton CUSD 2	U	19,344
FRANKLIN	Mulkeytown CCSD 32	E	9,789
	Christopher SD 34	E	11,682
	Christopher Com. HSD 38	S	25,756
	Benton CCSD 47	E	13,889
	Thompsonville SD 62	E	21,180
	Benton CHSD 103	S	46,753
	Logan CCSD 110	E	22,939
	Thompsonville CHSD 112	S	38,827
	Ewing Northern CCSD 115	E	25,246
	West Frankfort CUSD 168	U	8,282
	Zeigler-Royalton CUSD 188	U	7,412
	Sesser CUSD 196	U	13,302
FULTON	Astoria CUSD 1	U	23,030
	Cuba CUSD 3	U	18,115
	Canton SD 66	U	20,340
	St. David SD 87	E	9,229
	Dunfermline SD 88	E	14,101

COUNTY	DISTRICT	TYPE	AVPP
FULTON (cont.)	Lewistown SD 141	E	$ 22,788
	Farmington East CUSD 324	U	18,457
	Prichard-Clark CSD 340	E	28,080
	Lewistown CHSD 341	S	60,143
GALLATIN	S. E. Gallatin CUSD 2	U	18,017
	Equality CUSD 4	U	18,594
GREENE	Carrollton CUSD 1	U	22,645
	North Green CUSD 3	U	16,153
GRUNDY	Morris SD 54	E	26,729
	Saratoga CCSD 60C	E	30,708
	Gardner CCSD 72C	E	26,983
	Gardner S. Wilmington THSD 73	S	62,616
	South Wilmington Con. SD 74	E	29,272
	Braceville SD 75	E	8,924
	Morris Com. HSD 101	S	61,704
HAMILTON	Hamilton Co. CUSD 10	U	18,681
HANCOCK	Warsaw CUSD 316	U	21,316
	Plymouth CCSD 319	U	22,733
	Hamilton CCSD 328	U	23,068
	Dallas City CUSD 336	U	13,824
HARDIN	Rosiclare CUSD 1	U	12,912
	Cave-In-Rock CUSD 2	U	14,751
HENDERSON	Union-Oquawka CUSD 115	U	19,726
HENRY	Briar Bluff SD 157	E	4,917
	Colona SD 190	E	6,701
	Orion CUSD 223	U	21,995
	Geneseo CUSD 228	U	19,354
	Kewanee CUSD 229	U	16,213
	Wethersfield CUSD 230	U	15,086
IROQUOIS	Central CUSD 4	U	20,890
	Iroquois Co. CUSD 9	U	18,610
	Milford CCSD 280	E	25,389
JACKSON	DeSoto Cons. SD 86	E	13,045
	Carbondale SD 95	E	28,813
	Giant City CCSD 130	E	10,707
	Unity Point CCSD 140	E	9,423
	Glendale CCSD 160	E	30,700
	Carbondale Com. HSD 165	S	54,232
	Mississippi Valley CUSD 166	U	23,513

COUNTY	DISTRICT	TYPE	AVPP
JACKSON (cont.)	Trico CUSD 176	U	$ 14,380
	Murphysboro CUSD 186	U	9,549
	Elverado CUSD 196	U	11,404
JEFFERSON	Rome CCSD 2	E	17,517
	Field CCSD 3	E	16,084
	Woodlawn CCSD 4	E	22,432
	Belle Rive CCSD 5	E	24,614
	Grand Prairie CCSD 6	E	22,911
	Dodds CCSD 7	E	11,212
	Ina CCSD 8	E	15,114
	Opdyke CCSD 9	E	15,566
	McClellan CCSD 12	E	18,321
	Old Union SD 50	E	20,014
	Summersville SD 79	E	8,799
	Mt. Vernon SD 80	E	18,108
	Bethel SD 82	E	12,026
	Farrington CCSD 99	E	19,462
	Bluford CCSD 114	E	14,518
	Mt. Vernon THSD 201	S	40,731
	Webber THSD 204	S	44,184
	Woodlawn CHSD 205	S	56,988
JERSEY	Jerseyville CUSD 100	U	16,117
JO DAVIESS	East Dubuque Unit SD 119	U	20,632
	Galena Unit SD 120	U	11,786
	Warren CUSD 205	U	19,023
	Stockton CUSD 206	U	18,942
	Elizabeth CUSD 208	U	22,910
	Scales Mound CUSD 211	U	19,670
	Hanover CUSD 212	U	14,143
JOHNSON	Tunnel Hill CCSD 2C	E	28,732
	New Burnside SD 3	E	9,283
	Goreville SD 18	E	18,162
	Simpson SD 27	E	13,320
	Buncombe Cons. SD 43	E	25,144
	Vienna SD55	E	20,829
	Cypress SD 64	E	21,759
	Goreville THSD 71	S	56,807
	Vienna THSD 133	S	45,057
KANE	Elgin Unit SD 46	U	16,554
	Batavia Unit SD 101	U	18,100
	Aurora West USD 129	U	20,677
	Aurora East USD 131	U	18,167
	Dundee CUSD 300	U	13,447
	Kaneland CUSD 302	U	21,238
	St. Charles CUSD 303	U	20,623

COUNTY	DISTRICT	TYPE	AVPP
KANKAKEE	Momence CUSD 1	U	$ 18,518
	Manteno CUSD 5	U	20,968
	Bourbonnais SD 53	E	15,457
	Bradley SD 61	E	28,223
	Kankakee SD 111	U	21,031
	St. George CCSD 258	E	28,469
	Pembroke CCSD 259	E	6,666
	St. Anne CHSD 302	S	45,788
	Bradley Bourbonnais CHSD 307	S	54,184
KENDALL	Plano CUSD 88	U	18,581
	Yorkville CUSD 115	U	18,664
	Oswego CUSD 308	U	20,598
KNOX	Knoxville CUSD 202	U	21,022
	Galesburg CUSD 205	U	19,532
	Abingdon CUSD 217	U	16,077
LAKE	Winthrop Harbor SD 1	E	15,478
	Beach Park CCSD 3	E	24,472
	Zion SD 6	E	15,571
	Lotus SD 10	E	20,667
	Newport CCSD 11	E	31,067
	Emmons SD 33	E	27,825
	Antioch CCSD 34	E	30,705
	Grass Lake SD 36	E	27,323
	Gavin SD 37	E	19,546
	Big Hollow SD 38	E	30,438
	Grayslake CCSD 46	E	25,916
	Avon Center SD 47	E	18,153
	Woodland CCSD 50	E	18,871
	Gurnee SD 56	E	32,489
	Spaulding SD 58	E	17,717
	Waukegan CUSD 60	U	21,246
	North Chicago SD 64	E	11,720
	Libertyville SD 70	E	29,160
	Hawthorn CCSD 73	E	30,850
	Mundelein SD 75	E	16,901
	Diamond Lake SD 76	E	20,769
	Lake Zurich CUSD 95	U	18,184
	Wilmot SD 110	E	27,161
	Highwood Highland Park SD 111	E	24,355
	Highland Park THSD 113	S	71,913
	Fox Lake SD 114	E	30,080
	Round Lake CUSD 116	U	9,721
	Antioch CHSD 117	S	66,397
	Wauconda CUSD 118	U	13,642
	Mundelein CHSD 120	S	55,322
	Warren THSD 121	S	61,718

COUNTY	DISTRICT	TYPE	AVPP
LAKE (cont.)	North Chicago CHSD 123	S	$ 59,271
	Grant CHSD 124	S	64,749
	Zion-Benton THSD 126	S	47,315
	Grayslake CHSD 127	S	47,713
	Barrington CHSD 224	S	54,887
LASALLE	Streator THSD 40	S	55,173
	Streator SD 45	E	23,485
	LaSalle-Peru THSD 120	S	67,845
	Peru SD 124	E	32,291
	John F. Kennedy CCSD 129	E	30,010
	Utica SD 135	E	21,066
	Ottawa SD 141	E	30,823
	Marseilles USD 155	U	14,101
	Seneca CCSD 170	E	25,146
	Sheridan SD 272	E	18,466
LAWRENCE	Lawrence Co. CUSD 10	U	18,331
LEE	Amboy CUSD 272	U	22,217
LIVINGSTON	Pontiac CCSD 429	E	29,804
LOGAN	Lincoln Elem. SD 27	E	24,908
MACON	Argenta CUSD 1	U	19,914
	Mt. Zion CUSD 3	U	13,470
	Niantic-Harristown CUSD 6	U	18,342
	Decatur SD 61	U	18,059
MACOUPIN	Carlinville CUSD 1	U	17,700
	Girard CUSD 3	U	15,951
	Virden CUSD 4	U	13,931
	Mount Olive CUSD 5	U	11,483
	Staunton CUSD 6	U	14,509
	Gillespie CUSD 7	U	9,911
	Bunker Hill CUSD 8	U	8,577
	Piasa CUSD 9	U	11,522
MADISON	Triad CUSD 2	U	13,197
	Livingston CCSD 4	U	7,558
	Highland CUSD 5	U	18,886
	Edwardsville CUSD 7	U	17,276
	Bethalto CUSD 8	U	7,726
	Granite City CUSD 9	U	16,182
	Collinsville CUSD 10	U	13,178
	Alton CUSD 11	U	17,888
	Madison CUSD 12	U	12,076
	East Alton SD 13	E	26,079
	Wood River-E. Alton CHSD 14	S	70,633

COUNTY	DISTRICT	TYPE	AVPP
MARION	Raccoon Cons. SD 1	E	$ 26,164
	Kell Cons. SD 2	E	20,514
	Iuka CCSD 7	E	23,486
	Selmaville CCSD 10	E	26,512
	Salem SD 111	E	19,006
	Odin SD 122	E	11,142
	Central City SD 133	E	11,800
	Centralia SD 135	E	20,006
	Centralia THSD 200	S	43,710
	Kinmundy Alma CUSD 301	U	12,867
	Sandoval CUSD 501	U	11,948
	Salem CHSD 600	S	53,281
	Odin CHSD 700	S	24,219
MARSHALL	Sparland CUSD 3	U	22,689
	Mid County CUSD 4	U	22,365
MASSAC	Jefferson CCSD 5	E	17,647
	Franklin CCSD 7	E	15,428
	Metropolis CHSD 20	S	27,767
	Metropolis City SD 35	E	10,480
	Unity Cons. SD 36	E	11,846
	Brookport Unit SD 38	U	3,451
	Unionville SD 41	E	27,635
	New Columbia CSD 44	E	17,330
McDONOUGH	Industry CUSD 165	U	32,559
	Bushnell-Prairie City CUSD 170	U	20,365
	Colchester CUSD 180	U	18,368
McHENRY	Fox River Grove CSD 3	E	22,286
	Spring Grove SD 11	E	22,685
	Johnsburg CSD 12	E	28,251
	Richmond CSD 13	E	25,565
	McHenry CCSD 15	E	25,981
	Cary CCSD 26	E	23,868
	Harrison SD 36	E	21,511
	Prairie Grove CSD 46	E	31,590
	Crystal Lake CCSD 47	E	24,056
	Crystal Lake CHSD 155	S	55,375
	McHenry CHSD 156	S	64,436
	Richmond CSD 157	S	65,448
	Woodstock CUSD 200	U	22,932
MERCER	Sherrard CUSD 200	U	11,931
	Winola CUSD 202	U	15,866
	Westmer CUSD 203	U	21,559
MONROE	Columbia CUSD 4	U	17,205
	Waterloo CUSD 5	U	23,599

COUNTY	DISTRICT	TYPE	AVPP
MONTGOMERY	Hillsboro CUSD 3	U	$ 22,075
	Nokomis CUSD 22	U	23,499
	Witt Unit 66	U	10,086
OGLE	Creston CCSD 161	E	29,498
	Oregon CUSD 220	U	17,334
	Polo CUSD 222	U	20,786
	Meridian CUSD 223	U	18,794
	Byron CUSD 226	U	16,328
	Rochelle CCSD 231	E	23,650
	Mount Morris CUSD 261	U	19,484
	Leaf River CUSD 270	U	14,749
PEORIA	Pleasant Valley SD 62	E	18,800
	Norwood SD 63	E	14,135
	Oak Grove SD 68	E	13,810
	Pleasant Hill SD 69	E	19,718
	Monroe SD 70	E	17,701
	Bellevue SD 152	E	12,967
	Limestone CHSD 310	S	69,064
	Limestone Walters CCSD 316	E	20,481
PERRY	Tamaroa SD 5	E	15,310
	Pinckneyville SD 50	E	21,317
	Pinckneyville CHSD 101	S	45,681
	Tamaroa CHSD 102	S	48,492
	Pinckneyville CCSD 204	E	24,093
	Pinckneyville CCSD 212	E	25,988
	DuQuoin CUSD 300	U	14,784
PIKE	Barry CUSD 1	U	15,981
	Griggsville CUSD 4	U	16,787
	Pittsfield CUSD 10	U	18,707
	Perry CHSD 172	S	67,326
POPE	Pope Co. CUSD 1	U	14,771
PULASKI	Century CUSD 100	U	9,685
	Meridian CUSD 101	U	5,273
RANDOLPH	Coulterville Unit SD 1	U	11,508
	Prairie Durocher CCSD 134	E	23,876
	Steeleville CUSD 138	U	22,292
	Chester CUSD 139	U	22,221
	Sparta CUSD 140	U	17,890
RICHLAND	East Richland CUSD 1	U	14,753
	West Richland CUSD 2	U	14,528

COUNTY	DISTRICT	TYPE	AVPP
ROCK ISLAND	Hampton SD 29	E	$ 11,900
	United THSD 30	S	48,544
	Silvis SD 34	E	19,489
	Carbon Cliff SD 36	E	12,160
	East Moline SD 37	E	22,834
	Moline Unit SD 40	U	18,653
	Rock Island SD 41	U	19,270
	Riverdale CUSD 100	U	14,479
	Rock Ridge CUSD 300	U	16,399
ST. CLAIR	Lebanon CUSD 9	U	9,871
	Mascoutah CUSD 19	U	7,161
	St. Libory Con. SD 30	E	16,417
	Fayetteville SD 31	E	12,617
	Marissa CUSD 40	U	14,511
	New Athens CUSD 60	U	17,882
	Freeburg CCSD 70	E	27,036
	Freeburg CHSD 77	S	56,259
	Shiloh Village SD 85	E	17,163
	O'Fallon CCSD 90	E	16,286
	Central SD 104	E	15,306
	Pontiac SD 105	E	16,428
	Wolf Branch SD 113	E	18,681
	Whiteside SD 115	E	30,090
	High Mount SD 116	E	29,488
	Belle Valley SD 119	E	24,449
	Smithton CCSD 130	E	21,486
	Millstadt CCSD 160	E	20,829
	Harmony Emge SD 175	E	30,202
	Signal Hill SD 181	E	29,187
	Cahokia CUSD 187	U	12,246
	Brooklyn Unit D 188	U	8,482
	East St. Louis SD 189	U	11,839
	Dupo CUSD 196	U	8,853
	Belleville THSD 201	S	53,089
	O'Fallon THSD 203	S	34,612
SALINE	Galatia CUSD 1	U	16,831
	Carrier Mills CUSD 2	U	11,397
	Harrisburg CUSD 3	U	11,422
	Eldorado CUSD 4	U	10,786
SANGAMON	Rochester CUSD 3	U	16,892
	Ball Chatham CUSD 5	U	18,199
	Auburn CUSD 10	U	16,127
	Divernon CUSD 13	U	18,956
	Riverton CUSD 14	U	8,968
	Williamsville CUSD 15	U	21,261
	Springfield SD 186	U	21,298

COUNTY	DISTRICT	TYPE	AVPP
SCHUYLER	Schuyler Co. CUSD 1	U	$ 19,808
SHELBY	Shelbyville CUSD 4	U	20,610
	Tower Hill CCSD 10	E	21,286
	Cowden-Herrick CCSD 11	E	19,385
	Tower Hill CHSD 185	S	60,874
	Cowden-Herrick CHSD 188	S	50,660
STEPHENSON	Freeport SD 145	U	17,481
	Pearl City CUSD 200	U	19,209
	Dakota CUSD 201	U	19,482
	Lena Winslow CUSD 202	U	17,404
	Orangeville CUSD 203	U	14,668
TAZEWELL	Columbia SD 49	E	18,611
	Washington SD 50	E	11,076
	Central SD 51	E	18,518
	Washington SD 52	E	21,097
	Creve Coeur SD 76	E	13,213
	Robein SD 85	E	19,860
	North Pekin SD 102	E	13,875
	Pekin SD 108	E	25,711
	South Pekin SD 137	E	8,465
	Pekin CHSD 303	S	57,783
	Green Valley CHSD 306	S	84,611
	Washington CHSD 308	S	45,990
	Deer Creek Mackinaw CUSD 701	U	20,929
	Morton CUSD 709	U	21,594
UNION	Lick Creek CCSD 16	E	22,389
	Cobden Unit SD 17	U	9,482
	Anna CCSD 37	E	19,921
	Jonesboro CCSD 43	E	12,861
	Dongola Unit SD 66	U	15,602
	Anna-Jonesboro CSD 81	S	44,034
VERMILION	Bismarck CUSD 1	U	19,528
	Westville CUSD 2	U	9,733
	Georgetown CUSD 3	U	10,025
	Hoopeston CUSD 4	U	14,394
	Catlin CUSD 5	U	13,390
	Ridgefarm CUSD 9	U	22,682
	Danville CCSD 118	U	15,482
	Oakwood SD 132	E	11,433
	Diamond SD 135	E	13,079
	Oakwood THSD 227	S	60,212
WABASH	Mount Carmel CUSD 348	U	21,889

COUNTY	DISTRICT	TYPE	AVPP
WARREN	Monmouth CUSD 38	U	$ 11,926
WASHINGTON	Irvington CCSD 11	E	25,609
	Richview SD 18	E	19,940
WAYNE	Sims CCSD 5	E	10,005
	New Hope CCSD 6	E	24,116
	Mount Erie CCSD 11	E	30,893
	Orchardville CCSD 13	E	18,763
	Geff CCSD 14	E	21,292
	Jasper CCSD 17	E	16,729
	Merriam CCSD 19	E	20,729
	Oak Grove CCSD 21	E	24,233
	Wayne City CCSD 22	E	16,475
	Fairfield SD 112	E	14,516
	Fairfield CHSD 225	S	39,816
	Wayne City CHSD 226	S	59,857
	Cisne CHSD 228	S	71,985
WHITE	Grayville CUSD 1	U	17,477
	Norris City-Omaha CUSD 3	U	19,419
	Enfield CUSD 4	U	16,622
	Carmi CUSD 5	U	18,258
	Mill Shoals CCSD 18	E	20,085
	Mills Prairie CHSD 229	S	66,702
WHITESIDE	River Bend CUSD 2	U	13,828
	Prophetstown-Lyndon CUSD 3	U	22,687
	Sterling CUSD 5	U	18,380
	East Coloma SD 12	E	18,630
	Rock Falls SD 13	E	12,289
	Riverdale SD 14	E	14,986
	Morrison SD 62	E	27,758
	Montmorency CCSD 145	E	27,467
	Union Grove CCSD 150	E	30,465
	Rock Falls THSD 301	S	42,963
	Morrison CHSD 307	S	71,721
WILL	Braidwood CCSD 50	E	15,763
	Channahon SD 17	E	18,831
	Troy CCSD 30C	E	28,648
	Homer CCSD 33C	E	25,257
	Custer Park CCSD 44C	E	26,862
	Union SD 81	E	18,160
	Joliet SD 86	E	24,249
	Chaney SD 88	E	19,236
	Fairmont SD 89	E	8,396
	Taft SD 90	E	20,102
	Milne-Kelvin Grove SD 91	E	21,313
	Ludwig Reed SD 92	E	48,604

COUNTY	DISTRICT	TYPE	AVPP
WILL (cont.)	New Lenox SD 122	E	$ 19,497
	Frankfort CCSD 157C	E	29,627
	Mokena SD 159	E	18,099
	Summit Hill SD 161	E	11,241
	Crete Monee CUSD 201U	U	13,899
	Plainfield SD 202	U	15,956
	Elwood CCSD 203	E	24,940
	Reed Custer THSD 206	S	50,337
	Wilmington CUSD 209U	U	15,340
	Lincoln Way CHSD 210	S	53,791
	Valley View CUSD 365U	U	12,680
WILLIAMSON	Johnston City CUSD 1	U	11,214
	Marion CUSD 2	U	13,237
	Crab Orchard CUSD 3	U	21,526
	Herrin CUSD 4	U	11,264
	Carterville CUSD 5	U	11,368
WINNEBAGO	Rockton SD 13	E	17,494
	Harlem Unit D. 122	U	13,848
	Kinnikinnick CCSD 131	E	25,944
	Prairie Hill CCSD 133	E	25,886
	Shirland CCSD 134	E	20,781
	Rockford SD 205	U	23,106
	Hononegah CHSD 207	S	57,789
	South Beloit CUSD 320	U	15,630
	Pecatonica CUSD 321	U	14,983
	Durand CUSD 322	U	18,974
	Winnebago CUSD 323	U	18,223
WOODFORD	Metamora CCSD 1	E	30,861
	Riverview CCSD 2	E	10,562
	Germantown SD 69	E	13,534
	Metamora THSD 122	S	47,360
	Eureka CUSD 140	U	21,905

	Total in State	% Statewide	Total Under Wealth	% Under Wealth
UNIT	436	40.2	232	53.2
ELEMENTARY	505	46.6	309	61.2
SECONDARY	143	13.2	86	60.0
TOTALS	1,084	100.0	627	57.8

*Criteria used in the identification of districts of less than average wealth (as measured by 1970-1971 mean assessed valuation per pupil) are:

Unit Districts:	$23,646
Elementary Districts:	32,691
Secondary Districts:	74,816

EXHIBIT F

ILLINOIS SCHOOL DISTRICTS OF
BELOW-AVERAGE AVPP
AND LESS THAN MINIMUM SIZE*
(BY COUNTY)
1971-72

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
ADAMS	Payson CUSD 1	U	877	18,684
	Liberty CUSD 2	U	764	17,536
ALEXANDER	Cairo USD 1	U	1,335	14,520
	Egyptian CUSD 5	U	1,037	5,875
BOND	Mulberry Grove CUSD 1	U	689	15,532
BOONE	North Boone CUD 200	U	1,232	17,161
BROWN	Brown County CUSD 1	U	1,168	23,177
BUREAU	Ladd CCSD 94	E	258	30,780
	Dalzell SD 98	E	102	15,074
	Leepertown CCSD 175	E	94	27,434
CALHOUN	Brussels CHSD 37	S	98	59,885
	Calhoun CUSD 40	U	850	15,125
CARROLL	Thomson CUSD 301	U	510	13,512
	Mt. Carroll CUD 304	U	847	18,951
CASS	Chandlerville CUSD 62	U	302	23,471
CHAMPAIGN	Mahomet CUSD 3	U	1,363	22,387
	St. Joseph CCSD 169	E	663	31,252
CHRISTIAN	Kincaid SD 182	E	355	9,666
	Tovey SD 183	E	136	17,170
	South Fork CHSD 310	S	182	34,114
CLARK	Casey CUSD 1C	U	1,221	17,537
	Martinsville CUSD 3C	U	714	17,439
	Westfield SD 105	E	188	27,402
	Westfield THSD 201	S	72	68,597
CLAY	Xenia CCSD 3	E	172	30,701
	North Clay CUSD 25	U	910	20,123
	Lincoln CCSD 30	E	231	17,460
CLINTON	Aviston SD 21	E	332	14,242
	Willow Grove SD 46	E	245	18,825
	Bartelso SD 57	E	235	16,297
	Germantown SD 60	E	340	13,691
	Damiansville SD 62	E	185	12,187
	Albers SD 63	E	215	7,640
	St. Rose SD 141-5	E	269	18,187
	Wamac SD 186	E	145	9,735

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
COOK	Willow Springs SD 108	E	515	24,999
	Thornton SD 154	E	831	16,138
	Burnham SD 154-5	E	282	19,917
	Calumet City SD 156	E	815	26,705
	Sieden Prairie SD 159	E	302	30,611
	Sunnybrook SD 171	E	973	15,238
	Sandridge SD 172	E	172	24,384
CRAWFORD	Palestine CUSD 3	U	627	17,629
	Oblong CUSD 4	U	1,070	16,318
CUMBERLAND	Neoga CUSD 3	U	987	17,474
	Cumberland CUSD 77	U	1,426	16,355
DEKALB	Genoa-Kingston CUSD 424	U	1,385	18,837
DOUGLAS	Villa Grove CUSD 302	U	1,101	23,539
DUPAGE	Medinah SD 11	E	768	29,024
	Bloomingdale SD 13	E	735	23,228
	Keeneyville SD 20	E	131	19,736
	Benjamin SD 25	E	295	31,715
	Winfield SD 34	E	723	18,995
	Maercker SD 60	E	940	26,694
	Gower SD 62	E	794	26,924
	Cass SD 63	E	464	20,180
	Bromberek SD 65	E	274	21,580
	Center Cass SD 66	E	807	18,985
	Puffer SD 69	E	613	31,225
	Palisades CCSD 180	E	632	19,697
EDWARDS	Edwards County CUSD 1	U	1,388	20,540
EFFINGHAM	Altamont CUSD 10	U	786	23,269
	Beecher City CUSD 20	U	577	22,756
	Dieterich CUSD 30	U	599	23,208
	Teutopolis CUSD 50	U	1,373	12,872
FAYETTE	Brownstown CUSD 201	U	540	18,152
	Ramsey CUSD 204	U	596	18,899
FRANKLIN	Mulkeytown CCSD 32	E	153	9,789
	Christopher SD 34	E	578	11,682
	Christopher CHSD 38	S	301	25,756
	Thompsonville SD 62	E	195	21,180

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
FRANKLIN (cont.)	Logan CCSD 110	E	85	22,939
	Thompsonville CHSD 112	S	106	38,827
	Ewing Northern CCSD 115	E	160	25,246
	Ziegler-Royalton CUSD 188	U	878	7,412
	Sesser CUSD 196	U	909	13,302
FULTON	Astoria CUSD 1	U	621	23,030
	Cuba CUSD 3	U	961	18,115
	St. David SD 87	E	147	9,229
	Dunfermline SD 88	E	75	14,101
	Lewistown SD 141	E	764	22,788
	Prichard-Clark CSD 340	E	102	28,080
	Lewistown CHSD 341	S	430	60,143
GALLATIN	S.E. Gallatin CUSD 2	U	695	18,017
	Equality CUSD 4	U	306	18,594
GREENE	Carrollton CUSD 1	U	1,083	22,645
GRUNDY	Saratoga CCSD 60C	E	429	30,708
	Gardner CCSD 72C	E	274	26,983
	Gardner S. Wilmington THSD 73	S	276	62,616
	South Wilmington CSD 74	E	137	29,272
	Braceville SD 75	E	332	8,924
HANCOCK	Warsaw CUSD 316	U	781	21,316
	Plymouth CCSD 319	U	351	22,733
	Hamilton CCSD 328	U	1,064	23,068
	Dallas City CUSD 336	U	602	13,824
HARDIN	Rosiclare CUSD 1	U	635	12,912
	Cave-In-Rock CUSD 2	U	514	14,751
HENDERSON	Union-Oquawka CUSD 115	U	1,049	19,726
	Southern CUSD 120	U	742	35,509
HENRY	Briar Bluff SD 157	E	184	4,917
	Colona SD 190	E	871	6,701
	Orion CUSD 223	U	1,332	21,995
	Wethersfield CUSD 230	U	1,067	15,086
	Atkinson CUSD 233	U	478	25,246
IROQUOIS	Milford CCSD 280	E	399	25,389
JACKSON	DeSoto Cons. SD 86	E	191	13,045
	Giant City CCSD 130	E	266	10,707
	Unity Point CCSD 140	E	620	9,423
	Glendale CCSD 160	E	94	30,700

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
JACKSON (cont.)	Mississippi Valley CUSD 166	U	265	23,513
	Trico CUSD 176	U	1,182	14,380
	Elverado CUSD 196	U	718	11,404
JEFFERSON	Rome CCSD 2	E	265	17,517
	Field CCSD 3	E	215	16,084
	Woodlawn CCSD 4	E	285	22,432
	Belle Rive CCSD 5	E	118	24,614
	Grand Prairie CCSD 6	E	104	22,911
	Dodds CCSD 7	E	138	11,212
	Ina CCSD 8	E	136	15,114
	Opdyke CCSD 9	E	126	15,566
	McClellan CCSD 12	E	76	18,321
	Old Union SD 50	E	113	20,014
	Summersville SD 79	E	369	8,799
	Bethel SD 82	E	119	12,026
	Farrington CCSD 99	E	105	19,462
	Bluford CCSD 114	E	301	14,518
	Webber THSD 204	S	154	44,184
	Woodlawn CHSD 205	S	127	56,988
JO DAVIESS	East Dubuque USD 119	U	763	20,632
	Galena USD 120	U	1,186	11,786
	Warren CUSD 205	U	818	19,023
	Stockton CUSD 206	U	1,151	18,942
	Elizabeth CUSD 208	U	435	22,910
	Scales Mound CUSD 211	U	362	19,670
	Hanover CUSD 212	U	486	14,143
JOHNSON	Tunnel Hill CCSD 2C	E	56	28,732
	New Burnside SD 3	E	149	9,283
	Goreville SD 18	E	231	18,162
	Simpson SD 27	E	75	13,320
	Buncombe Cons. SD 43	E	76	25,144
	Vienna SD 55	E	395	20,829
	Cypress SD 64	E	182	21,759
	Goreville THSD 71	S	103	56,807
	Vienna THSD 133	S	414	45,057
KANKAKEE	Manteno CUSD 5	U	1,277	20,968
	St. George CCSD 258	E	151	28,469
	Wichert CCSD 262	E	203	24,409

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
KNOX	Knoxville CUSD 202	U	1,344	21,022
	Abingdon CUSD 217	U	1,489	16,077
LAKE	Lotus SD 10	E	230	20,667
	Newport CCSD 11	E	266	31,067
	Emmons SD 33	E	241	27,825
	Grass Lake SD 36	E	325	27,323
	Big Hollow SD 38	E	528	30,438
	Grayslake CCSD 46	E	851	25,916
	Avon Center SD 47	E	466	18,153
	Gurnee SD 56	E	802	32,489
	Spaulding SD 58	E	601	17,717
	Hawthorn CCSD 73	E	751	30,850
	Diamond Lake SD 76	E	927	20,769
	Fox Lake SD 114	E	662	30,080
LASALLE	John F. Kennedy CCSD 129	E	94	30,010
	Utica SD 135	E	163	21,066
	Marseilles USD 155	U	1,217	14,101
	Seneca CCSD 170	E	540	25,146
	Sheridan SD 272	E	213	18,466
MACON	Argenta CUSD 1	U	1,413	19,914
	Niantic-Harristown CUSD 6	U	838	18,342
MACOUPIN	Girard CUSD 3	U	851	15,951
	Virden CUSD 4	U	1,319	13,931
	Mt. Olive CUSD 5	U	836	11,483
	Staunton CUSD 6	U	1,064	14,509
	Bunker Hill CUSD 8	U	1,032	8,577
MADISON	Livingston CCSD 4	U	426	7,558
	Worden USD 16	U	296	8,351
MARION	Raccoon Cons. SD 1	E	336	26,164
	Kell Cons. SD 2	E	158	20,514
	Iuka CCSD 7	E	236	23,486
	Selmaville CCSD 10	E	234	26,512
	Odin SD 122	E	296	11,142
	Central City SD 133	E	361	11,800
	Kinmundy Alma CUSD 301	U	646	12,867

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
MARION (cont.)	Sandoval CUSD 501	U	654	11,948
	Odin CHSD 700	S	124	24,219
MARSHALL	Sparland CUSD 3	U	486	22,689
	Mid County CUSD 4	U	886	22,365
MASSAC	Jefferson CCSD 5	E	127	17,647
	Franklin CCSD 7	E	281	15,428
	Metropolis City SD 35	E	961	10,480
	Unity Cons. SD 36	E	222	11,846
	Brookport USD 38	U	389	3,451
	Unionville SD 41	E	62	27,635
	New Columbia CSD 44	E	76	17,330
McDONOUGH	Industry CUSD 165	U	383	32,559
	Bushnell-Prairie CUSD 170	U	1,401	20,365
	Colchester CUSD 180	U	660	18,368
McHENRY	Fox River Grove CSD 3	E	486	22,286
	Spring Grove SD 11	E	241	22,685
	Richmond CSD 13	E	482	25,565
	Harrison SD 36	E	517	21,511
	Prairie Grove CSD 46	E	432	31,590
	Richmond CSD 157	S	316	65,448
MERCER	Winola CUSD 202	U	888	15,866
	Westmer CUSD 203	U	1,033	21,559
MONROE	Columbia CUSD 4	U	1,465	17,205
MONTGOMERY	Nokomis CUSD 22	U	1,124	23,499
	Witt Unit 66	U	329	10,086
OGLE	Creston CCSD 161	E	218	29,498
	Polo CUSD 222	U	1,310	20,786
	Meridian CUSD 223	U	1,404	18,794
	Byron CUSD 226	U	1,034	16,328
	Mt. Morris CUSD 261	U	1,075	19,484
	Leaf River CUSD 270	U	645	14,749

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
PEORIA	Pleasant Valley SD 62	E	512	18,800
	Norwood SD 63	E	358	14,135
	Oak Grove SD 68	E	855	13,810
	Pleasant Hill SD 69	E	379	19,718
	Monroe SD 70	E	630	17,701
	Bellevue SD 132	E	346	12,967
	Limestone Walters CCSD 316	E	238	20,481
	Elmwood CUSD 322	U	1,001	23,069
PERRY	Tamaroa SD 5	E	179	15,310
	Pinckneyville SD 50	E	585	21,317
	Tamaroa CHSD 102	S	124	48,492
	Pinckneyville CCSD 204	E	174	24,093
	Pinckneyville CCSD 212	E	119	25,988
PIKE	Barry CUSD 1	U	551	15,981
	Griggsville CUSD 4	U	489	16,787
	Perry CHSD 172	S	73	67,326
PULASKI	Century CUSD 100	U	746	9,685
RANDOLPH	Coulterville USD 1	U	436	11,508
	Prairie Durocher CCSD 134	E	263	23,876
	Steeleville CUSD 138	U	589	22,292
RICHLAND	West Richland CUSD 2	U	633	14,528
ROCK ISLAND	Hampton SD 29	E	435	11,900
	Carbon Cliff SD 36	E	468	12,160
ST. CLAIR	Lebanon CUSD 9	U	1,299	9,871
	St. Libory CSD 30	E	174	16,417
	Fayetteville SD 31	E	68	12,617
	Marissa CUSD 40	U	1,009	14,511
	New Athens CUSD 60	U	800	17,882
	Freeburg CCSD 70	E	699	27,036
	Freeburg CHSD 77	S	498	56,259
	Shiloh Village SD 85	E	230	17,163
	Central SD 104	E	360	15,306
	Pontiac SD 105	E	951	16,428
	Wolf Branch SD 113	E	281	18,681
	Whiteside SD 115	E	271	30,090
	High Mount SD 116	E	438	29,489
	Belle Valley SD 119	E	816	24,449

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
ST. CLAIR (cont.)	Smithton CCSD 130	E	219	21,486
	Millstadt CCSD 160	E	749	20,829
	Signal Hill SD 181	E	507	29,187
	Brooklyn UD 188	U	429	8,482
SALINE	Galatia CUSD 1	U	365	16,831
	Carrier Mills CUSD 2	U	637	11,397
SANGAMON	Rochester CUSD 3	U	1,180	16,892
	Auburn CUSD 10	U	935	16,127
	Divernon CUSD 13	U	375	18,956
	Riverton CUSD 14	U	936	8,968
	Williamsville CUSD 15	U	808	21,261
SHELBY	Tower Hill CCSD 10	E	306	21,286
	Cowden-Herrick CCSD 11	E	485	19,385
	Tower Hill CHSD 185	S	117	60,874
	Cowden-Herrick CHSD 188	S	187	50,660
STEPHENSON	Pearl City CUSD 200	U	701	19,209
	Dakota CUSD 201	U	1,066	19,482
	Lena Winslow CUSD 202	U	1,283	17,404
	Orangeville CUSD 203	U	854	14,668
TAZEWELL	Columbia SD 49	E	76	18,611
	Central SD 51	E	569	18,518
	Robein SD 85	E	430	19,860
	South Pekin SD 137	E	455	8,465
	Green Valley CHSD 306	S	115	84,611
	Deer Creek Mackinaw CUSD 701	U	997	20,929
UNION	Lick Creek CCSD 16	E	118	22,389
	Cobden SD 17	U	676	9,482
	Anna CCSD 37	E	892	19,921
	Jonesboro CCSD 43	E	452	12,861
	Dongola USD 66	U	348	15,602
VERMILION	Bismarck CUSD 1	U	1,011	19,528
	Georgetown CUSD 3	U	1,484	10,025
	Catlin CUSD 5	U	985	13,390
	Ridgefarm CUSD 9	U	486	22,682
	Oakwood SD 132	E	315	11,433
	Diamond SD 135	E	364	13,079
	Oakwood THSD 227	S	412	60,212

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
WASHINGTON	Irvington CCSD 11	E	139	25,609
	Richview SD 18	E	59	19,940
WAYNE	Sims CCSD 5	E	83	10,005
	New Hope CCSD 6	E	153	24,116
	Mt. Erie CCSD 11	E	97	30,893
	Orchardville CCSD 13	E	109	18,763
	Geff CCSD 14	E	128	21,292
	Jasper CCSD 17	E	153	16,729
	Merriam CCSD 19	E	144	20,729
	Oak Grove CCSD 21	E	91	24,233
	Wayne City CCSD 22	E	272	16,475
	Fairfield SD 112	E	920	14,516
	Wayne City CHSD 226	S	235	59,857
	Cisne CHSD 228	S	237	71,985
WHITE	Grayville CUSD 1	U	579	17,477
	Norris City-Omaha CUSD 3	U	693	19,419
	Enfield CUSD 4	U	411	16,622
	Mill Shoals CCSD 18	E	77	20,085
	Mills Prairie CHSD 229	S	58	66,702
WHITESIDE	Prophetstown-Lyndon CUSD 3	U	1,158	22,687
	E. Coloma SD 12	E	456	18,630
	Riverdale SD 14	E	213	14,986
	Morrison SD 62	E	898	27,758
	Montmorency CCSD 145	E	409	27,467
	Union Grove CCSD 150	E	266	30,465
WILL	Braidwood CCSD 5C	E	580	15,763
	Channahon SD 17	E	561	18,831
	Homer CCSD 33C	E	490	25,257
	Custer Park CCSD 44C	E	200	26,862
	Union SD 81	E	348	18,160
	Chaney SD 88	E	817	19,236
	Fairmont SD 89	E	761	8,396
	Taft SD 90	E	407	20,102
	Milne-Kelvin Grove SD 91	E	943	21,313
	Frankfort CCSD 157C	E	718	29,627
	Mokena SD 159	E	859	18,099
	Summit Hill SD 161	E	777	11,241
	Elwood CCSD 203	E	271	24,940
	Reed Custer THSD 206	S	273	50,337
WILLIAMSON	Johnston City CUSD 1	U	1,370	11,214
	Crab Orchard CUSD 3	U	419	21,526
	Carterville CUSD 5	U	1,419	11,368

COUNTY	DISTRICT	TYPE	ENROLLMENT	AVPP
WINNEBAGO	Rockton SD 13	E	631	17,494
	Kinnikinnick CCSD 131	E	549	25,944
	Prairie Hill CCSD 133	E	190	25,886
	Shirland CCSD 134	E	220	20,781
	S. Beloit CUSD 320	U	1,482	15,630
	Pecatonica CUSD 321	U	999	14,983
	Durand CUSD 322	U	790	18,974
	Winnebago CUSD 323	U	1,440	18,223
WOODFORD	Metamora CCSD 1	E	651	30,861
	Riverview CCSD 2	E	434	10,562
	Germantown SD 69	E	533	13,534

	Total in State	% Statewide	Total Under Size and Under Wealth	%
UNIT	436	40.2	128	29.4
ELEMENTARY	505	46.6	189	37.4
SECONDARY	143	13.2	22	15.4
TOTALS	1,084	100.0	339	31.2

*Only those districts which failed to meet both minimum size and minimum wealth criteria were included in this listing.

Enrollment criteria used in the identification of undersized districts are:

Unit Districts:	1,500 pupils
Elementary Districts:	1,000 pupils
Secondary Districts:	500 pupils

Mean AVPP criteria (1971-72) used in the identification of under-wealth districts are:

Unit Districts:	$23,646
Elementary Districts:	32,691
Secondary Districts:	74,816

EXHIBIT G

SUMMARY LISTING OF
NUMBER OF DISTRICTS
OF LESS THAN MINIMUM SIZE
AND BELOW-AVERAGE WEALTH
(BY COUNTY)

COUNTY	TOTAL DISTRICTS	TOTAL DISTRICTS UNDER SIZE	% UNDER SIZE	TOTAL DISTRICTS UNDER WEALTH	% UNDER WEALTH	TOTAL DISTRICTS UNDER SIZE & WEALTH *	% UNDER SIZE WEALTH
Adams	5	4	80	2	40	2	40
Alexander	2	2	100	2	100	2	100
Bond	2	1	50	2	100	1	50
Boone	2	1	50	1	50	1	50
Brown	1	1	100	1	100	1	100
Bureau	24	20	83	5	21	3	13
Calhoun	3	3	100	2	67	2	67
Carroll	7	6	86	3	43	2	29
Cass	4	3	75	2	50	1	25
Champaign	19	14	74	6	32	2	11
Christian	10	8	80	5	50	3	33
Clark	5	4	80	5	100	4	80
Clay	6	4	67	5	83	3	50
Clinton	12	9	75	10	83	8	67
Coles	3	1	33	1	33	0	0
Cook	146	24	16	79	54	7	5
Crawford	4	3	75	3	75	2	50
Cumberland	2	2	100	2	100	2	100
DeKalb	10	7	70	3	33	1	10
DeWitt	3	2	67	1	33	0	0
Douglas	5	4	80	1	20	1	20
DuPage	46	15	33	40	87	12	26
Edgar	5	4	80	1	20	1	20
Edwards	1	1	100	1	100	1	100
Effingham	5	4	80	5	100	4	80
Fayette	5	4	80	3	60	2	40
Ford	5	4	80	1	20	0	0
Franklin	14	11	79	12	86	9	64
Fulton	13	11	85	9	69	7	54
Gallatin	3	3	100	2	67	2	67
Greene	3	2	67	2	67	1	33
Grundy	16	14	88	7	44	5	31
Hamilton	1	0	0	1	100	0	0
Hancock	8	8	100	4	50	4	50
Hardin	2	2	100	2	100	2	100
Henderson	2	2	100	1	50	1	50
Henry	11	9	82	6	55	5	46
Iroquois	15	13	87	3	20	1	7
Jackson	10	7	70	10	100	7	70
Jasper	1	0	0	0	0	0	0
Jefferson	19	17	90	18	95	17	90
Jersey	1	0	0	1	100	0	0

*Only those districts which failed to meet both minimum size and wealth criteria were included in this category.

COUNTY	TOTAL DISTRICTS	TOTAL DISTRICTS UNDER SIZE	% UNDER SIZE	TOTAL DISTRICTS UNDER WEALTH	% UNDER WEALTH	TOTAL DISTRICTS UNDER SIZE & WEALTH*	% UNDER SIZE & WEALTH
Jo Daviess	7	7	100	7	100	7	100
Johnson	9	9	100	9	100	9	100
Kane	9	1	11	7	78	0	0
Kankakee	14	6	43	9	64	3	21
Kendall	6	3	50	3	50	0	0
Knox	6	5	83	3	50	2	33
Lake	54	20	37	36	67	12	22
LaSalle	37	29	78	10	27	5	14
Lawrence	2	0	0	1	50	0	0
Lee	6	4	67	1	17	0	0
Livingston	19	17	90	1	5	0	0
Logan	14	12	86	1	7	0	0
Macon	8	6	75	4	50	2	25
Macoupin	9	6	67	8	89	5	56
Madison	15	3	20	11	73	2	13
Marion	14	10	71	13	93	9	64
Marshall	6	6	100	2	33	2	33
Mason	6	6	100	0	0	0	0
Massac	11	10	91	8	73	7	64
McDonough	7	6	86	3	43	3	43
McHenry	22	13	59	13	59	6	27
McLean	13	10	77	0	0	0	0
Menard	3	2	67	0	0	0	0
Mercer	4	2	50	3	75	2	50
Monroe	3	2	67	2	67	1	33
Montgomery	5	4	80	0	0	0	0
Morgan	5	4	80	0	0	0	0
Moultrie	3	3	100	0	0	0	0
Ogle	12	9	75	8	67	6	50
Peoria	18	15	83	8	44	8	44
Perry	9	7	78	7	78	5	56
Piatt	5	4	80	0	0	0	0
Pike	7	6	86	4	57	3	43
Pope	1	1	100	1	100	1	100
Pulaski	2	2	100	2	100	1	50
Putnam	2	2	100	0	0	0	0
Randolph	7	6	86	5	71	3	43
Richland	2	1	50	2	100	1	50
Rock Island	9	2	22	9	100	2	22
St. Clair	28	18	64	26	93	18	64
Saline	4	2	50	4	100	2	50
Sangamon	12	10	83	7	58	5	42
Schuyler	1	0	0	1	100	0	0
Scott	2	2	100	0	0	0	0
Shelby	9	8	89	5	56	4	44
Stark	3	3	100	0	0	0	0
Stephenson	5	4	80	5	100	4	80

COUNTY	TOTAL DISTRICTS	TOTAL DISTRICTS UNDER SIZE	% UNDER SIZE	TOTAL DISTRICTS UNDER WEALTH	% UNDER WEALTH	TOTAL DISTRICTS UNDER SIZE & WEALTH*	% UNDER SIZ WEALTH
Tazewell	22	12	55	14	64	6	27
Union	7	6	83	6	86	5	71
Vermilion	27	22	82	10	37	7	26
Wabash	2	1	50	1	50	0	0
Warren	5	4	80	1	20	0	0
Washington	11	11	100	2	18	2	18
Wayne	16	15	94	13	81	12	75
White	7	6	83	6	86	5	71
Whiteside	14	9	64	11	79	6	43
Will	31	20	65	23	74	14	45
Williamson	5	3	60	5	100	3	60
Winnebago	13	9	69	11	85	8	62
Woodford	9	7	78	5	56	3	33
TOTALS	1,084	685	63	627	58	339	31

EXHIBIT H

SCHOOL DISTRICT TAX RATE LIMITATIONS 1972-1973*
(Chicago District #299 not included)

Levy	District Type	Without Referendum (%)	With Referendum (%)
Educational Fund	K-8	0.920[a]	3.000
	9-12	0.920[a]	3.000
	K-12	1.600	4.000
Operations, Buildings, and Maintenance Fund[b]	K-8	0.250[a]	0.550
	9-12	0.250[a]	0.550
	K-12	0.375	0.750
Capital Improvements Fund	All Districts	0.000	0.060
Transportation Fund	All Districts	0.120	0.200
Summer School	All Districts	0.000	0.150
Bond and Interest Fund	All Districts	As Determined by County Clerk	As Determined by County Clerk
Rent Fund	All Districts	As Determined by County Clerk	As Determined by County Clerk
Illinois Municipal Retirement Fund	All Districts	As Needed	Not Applicable
Tort Immunity	All Districts	As Needed	Not Applicable
Working Cash Fund	All Districts	0.050	Not Applicable
Fire Prevention and Safety	All Districts	0.050[c]	0.100
Junior College Tuition	9-12	As Needed	Not Applicable
	K-12	As Needed	Not Applicable
Special Educational Building Program	K-8	0.020	Not Applicable
	9-12	0.020	Not Applicable
	K-12	0.040	Not Applicable
Area Vocational Education Building Programs	9-12	0.000	0.050
	K-12	0.000	0.050

[a]Subject to possible backdoor referendum (Section 17-2.2, Chapter 122).

[b]House Bill 4495 changed the name of the Building Fund to the Operations, Building, Maintenance Fund. (Signed August 30, 1972. Effective October 1, 1972.)

[c]House Bill 4261 authorizes the county clerk to extend a tax rate in excess of .05 percent in certain situations (Law August 29, 1972).

Interest rate limitation for Tax Anticipation Warrants, Teachers' Orders, Working Cash Fund Bonds, Building Fund Bonds, and Refunding Bonds is six percent.

Interest rate limitation for tax anticipation notes is seven percent or less through the passage of House Bill 4628 which was signed into Law on July 27, 1972.

Debt limitation is six percent in dual districts and 12 percent in K-12 districts through enactment of House Bill 2375, August 27, 1971.

*Source: "State and Local Financing for Illinois Public Schools 1972-1973", Circular Series A, Number 313, Office of the Superintendent of Public Instruction, State of Illinois.

EXHIBIT I

STATE AID FORMULA AND ELIGIBILITY REQUIREMENTS*

General State Aid Formula

House Bill 4465, enacted during the 1972 Session of the Seventy-seventh General Assembly, provides the formula for determining the amount of General State Aid school districts shall receive in 1972-1973. The Law retains the basic provision of the 1971-1972 State Aid Formula, which is a foundation level of $520 for each best six months' weighted average daily attendance (WADA) pupil. The qualifying tax rates for districts are as follows:

Best 6 Months WADA	Elementary %	High School %	Unit %
Less than 100	.90	.90	1.08
100 or more	.84	.84	1.08

The flat grant remains at $48 for each WADA pupil and weighting of all 9-12 grade pupil attendance by 1.25. The Law further provides that if the amount of State Aid calculated is less than $120 per WADA pupil, the amount of State Aid per pupil in WADA for the best six months shall be computed by multiplying the quotient of the assessed valuation per pupil necessary to produce $120 State Aid per WADA pupil under the Formula, divided by the district's assessed valuation per WADA pupil, multiplied by $120. However, in no case shall a district receive less than $48 per WADA pupil. The general apportionments and equalization quotas, as computed in this Law, shall be increased 19 percent.

In addition, districts with a WADA of 10,000 to 19,999 shall have their WADA increased by four percent, districts with a WADA of 20,000 to 29,999 are increased eight percent, districts 30,000 to 200,000 are increased 16 percent provided that a plan is submitted with the district's Annual Claim for State Aid showing how the funds shall be used by the district for improvement of instruction, according to rules and regulations established by the Superintendent of Public Instruction. The General State Aid payments include $54,160,220.40 for the 24 districts with 10,000 or more WADA. The Superintendent of Public Instruction shall determine the General State Aid apportionment for school districts operating a full year school program under Section 10-19.1, The School Code of Illinois. The Office plan allows the respective districts to compute their State Aid entitlements upon the average of the best six months of the twelve months of pupil attendance. This method may provide a minimal advantage to districts operating a full year school program.

Requirements for Participation in General State Aid Funding

Any school district, or one or more of its attendance centers, which fails to meet the standards as established for recognition by the Superintendent of Public Instruction for any given school year, is not eligible to file any claim upon the Common School Fund for such school year. Also, any district with an ADA for the school term of less than 15 for Grades K-8 or less than 60

for Grades 9-12 must obtain special approval from the Superintendent of Public Instruction and the superintendent of the educational service region to be eligible to receive General State Aid. Pupils enrolled in nonpublic schools may be concurrently enrolled in public schools on a shared time or dual enrollment plan and may be included as claimable pupils by districts. Nonpublic pupils are counted as 1/6 ADA for each class hour in attendance in a public school. Special education pupils attending approved private institutions, either inside or outside the State, may be included as claimable pupils on the basis of days attended. Kindergarten pupils may be counted for a 1/2 in attendance or for a full day under special situations.

Beginning with the 1972-73 school year, all handicapped children 3 to 21 years of age, including physically handicapped, maladjusted, educable mentally handicapped, trainable mentally handicapped, and speech defective children are eligible. They qualify as claimable pupils for General State Aid purposes. They are eligible to be claimed for 1/2 day of pupil attendance when in attendance one-clock-hour or more if approved by the Superintendent of Public Instruction.

Estimated State Aid payments to all eligible districts during 1972-1973 shall be based on the districts' 1971-1972 attendance data and the 1970 assessed valuation applied to the 1972-1973 State Aid Formula. The net State Aid Claim amount considers adjustments to previous Claims and/or audit adjustments. Districts shall receive one payment in July 1972 for June from the 1971-1972 Formula; two in August for July and August; and one payment each month thereafter through June 1973 except for March when no payment shall be made. This is a total of 12 payments in Fiscal Year 1973, one from the 1971-1972 Formula and 11 from the 1972-1973 Formula.

Districts with more than a two percent increase or decrease in ADA during the first calendar month of the 1972-1973 school year compared with the best six months' ADA of 1971-1972 are eligible to file a Supplementary State Aid Claim with the respective educational service region superintendent on or before October 15. Districts filing Supplementary State Aid Claims will receive increased or decreased State Aid payments during 1972-1973. These are estimated payments, and adjustments will be made to Fiscal Year 1974 payments after the Annual Claim in filing of a Supplementary State Aid Claim for districts that have been newly organized for 1972-1973, districts that have annexed adjacent districts and/or a portion of an adjacent district(s), and districts that have had a portion annexed to an adjacent district(s).

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* Source: "State and Local Financing for Illinois Public Schools 1972-1973," Circular Series A, Number 313, Office of the Superintendent of Public Instruction, State of Illinois.

EXHIBIT J
SURVEY SAMPLE

Name	County	District Type	Enrollment	AVPP
Stanton Center C.C.S.D. 177	Champaign	Elem.	65	96,99
Aviston S.D. 12	Clinton	"	332	15,03
Lindop S.D. 92	Cook	"	617	52,97
Eswood C.C.S.D. 269	Ogle	"	192	58,95
Mulkeytown C.C.S.D. 32	Franklin	"	153	11,64
Braceville S.D. 75	Grundy	"	325	9,87
Kildeer Countryside C.C.S.D. 96	Lake	"	348	20,92
Wedron C.C.S.D. 201	LaSalle	"	100	43,44
Nelson S.D. 8	Lee	"	85	37,42
Spring Grove S.D. 11	McHenry	"	242	22,33
Oak Grove S.D. 68	Peoria	"	561	13,76
Cowden-Herrick C.C.S.D. 11	Shelby	"	485	19,38
Sidell C.C.S.D. 194	Vermilion	"	164	48,62
Geff C.C.S.D. 14	Wayne	"	129	28,17
Taft S.D. 90	Will	"	395	19,59
Morton Grove S.D. 70	Cook	"	1418	36,04
North Palos S.D. 117	Cook	"	3682	19,17
Calumet Park S.D. 132	Cook	"	1392	29,81
South Holland S.D. 151	Cook	"	1861	29,60
Mount Vernon S.D. 80	Jefferson	"	2478	18,10
Mundelein S.D. 75	Lake	"	2360	16,90
Grant Com. Cons. S.D. 110	St. Clair	"	1309	18,22
Troy C.C.S.D. 30C	Will	"	1803	28,64
Elmhurst S.D. 46	DuPage	"	6211	32,64
Anna C.C.S.D. 37	Union	"	118	22,38
Rockton S.D. 13	Winnebago	"	631	17,49
East Moline S.D. 37	Rock Island	"	435	11,90
Mazon Twp. 97	Grundy	Sec.	211	116,56
Mendota Twp. 280	LaSalle	"	855	92,10
Metropolis C.H.S.D. 20	Massac	"	765	27,76
Riverside-Brookfield T.H.S.D. 208	Cook	"	1935	64,69
Barrington C.H.S.D. 224	Lake	"	2722	54,88
East Peoria C.H.S.D. 309	Tazewell	"	2109	78,24
Downers Grove C.H.S.D. 99	DuPage	"	5082	57,96
Palatine Twp. H.S.D. 11	Cook	"	7888	53,99
Mulberry Grove C.U.S.D. 1	Bond	Unit	689	15,53
Mount Auburn C.U.S.D. 5	Christian	"	370	37,30
Kansas C.U.S.D. 3	Edgar	"	436	42,97
North Gallatin C.U.S.D. 227	Henry	"	825	25,62
Grant Park C.U.S.D. 6	Kankakee	"	682	30,40
Mount Olive C.U.S.D. 5	Macoupin	"	836	11,48
Northwest C.U.S.D. 175	McDonough	"	725	40,77
Franklin C.U.S.D. 1	Morgan	"	645	45,42
Griggsville C.U.S.D. 4	Pike	"	489	16,78
Windsor C.U.S.D. 1	Shelby	"	613	29,92
Crossville C.U.S.D. 2	White	"	437	32,30
Tolono C.U.S.D. 7	Champaign	"	1878	28,98
Westmont C.U.S.D. 201	DuPage	"	1958	25,21

Name	County	District Type	Enrollment	AVPP
Wheaton C.U.S.D. 200	DuPage	Unit	11327	18,541
Vandalia C.U.S.D. 203	Fayette	"	2094	18,510
Geneva C.U.S.D. 304	Kane	"	2692	24,392
Monmouth C.U.S.D. 38	Warren	"	2336	11,926
Roxana C.U.S.D. 1	Madison	"	3807	26,299
Kankakee S.D. 11	Kankakee	"	7712	21,031
Havana C.U.S.D. 126	Mason	"	1356	28,886
Rochester C.U.S.D. 3	Sangamon	"	1180	16,892
Decatur S.D. 61	Macon	"	20380	18,059
Forrest-Strawn-Wing C.U.S.D. 2	Livingston	"	780	29,908

NOTE: This sample of fifty-nine (59) school districts could best be described as being a proportionate stratified sample. That is, it is stratified as to the type, size, etc., of district with the percentages of districts represented in each strata of the sample being essentially the same as the percentages of districts classified that way statewide. For example, approximately 47% of the districts in the State are elementary districts; likewise, approximately 47% of the districts in the sample are elementary districts.

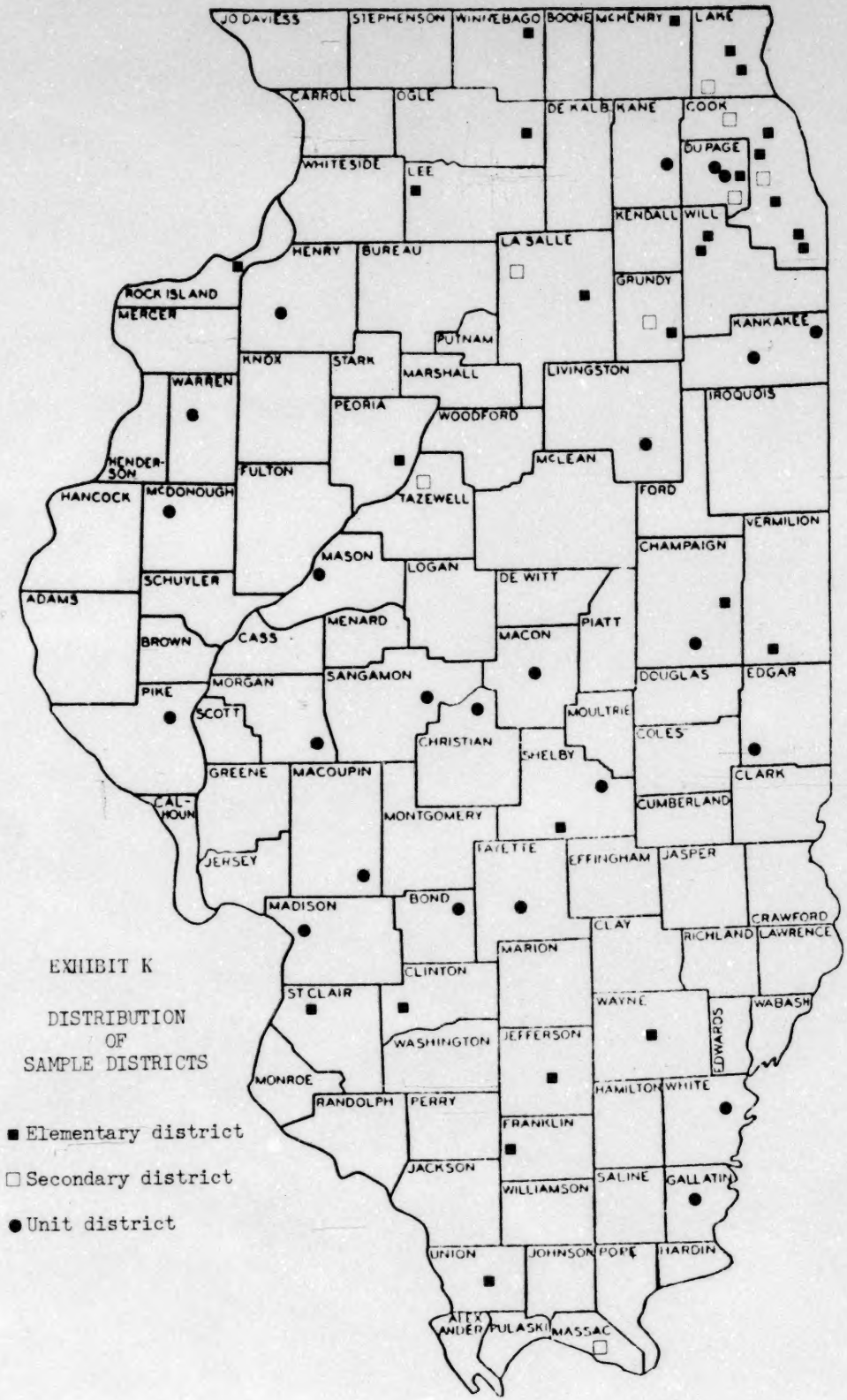

EXHIBIT K

DISTRIBUTION
OF
SAMPLE DISTRICTS

■ Elementary district

□ Secondary district

● Unit district

ASSESSED VALUATION: A valuation determined by a governmental unit upon real and personal property which provides a basis for levying taxes.

ASSESSED VALUATION PER PUPIL (AVPP): The quotient of the total equalized assessed valuation of all taxable real property in a district and the weighted average attendance of that district.

AVERAGE DAILY ATTENDANCE (ADA): One unit counted for a pupil who attends school every day for five or more clock-hours that school is in session during the computation period. The latter may be for the year or the highest six months. Fractional days of attendance may be counted in some instances, and certain exceptions are allowed in the length of the school day.

CATEGORICAL AIDS: Financial aid provided local school districts for the support of specific educational programs such as driver education, school lunch programs, special education, etc. Categorical aids are provided out of either the General Revenue Fund or the Driver Education Fund.

COMMON SCHOOLS: Used interchangeably with local educational agencies, local school districts, and public schools.

COMMON SCHOOL FUND: Fund appropriated by the General Assembly out of the General Revenue Fund from which general state school aid is apportioned.

DUAL SYSTEM: Any given geographical area where there is a separate elementary (K-8) grade district and a secondary (9-12) grade district as opposed to a unit (K-12) grade district.

EDUCATIONAL FUND: Fund provided by local school districts to pay the basic costs of instruction.

EFFORT: The amount of local education revenue generated by a local school district. Effort is determined by the related factors of local taxable wealth and total tax rate for education.

EFFORT INDEX: Statistical tool designed to measure the relative effort of local school districts.

ELEMENTARY DISTRICT: A school district which offers instruction in Grades kindergarten through eight only.

EQUALIZED ASSESSED VALUATION: The total value of the real property of a district as determined by assessment and application of multipliers, calculated, and assigned by the county board of review and the State Revenue Department. Theoretically, this system of multiplication "equalizes" property assessments throughout the State.

EQUALIZATION GRANT: One of two basic forms of general state education aid (the second is the flat grant). Equalization grants are apportioned to local school districts and are intended to supplement local financial resources to the degree necessary to maintain the foundation level of financial support.

FLAT GRANT: One of the two basic forms of general state education aid (the second equalization grant). Flat grants are apportioned to local school districts on a per capita basis (as measured by weighted average daily attendance) without regard to district financial need.

FOUNDATION LEVEL: Level of financial support defined by the General Assembly as that necessary to provide a minimum educational program for Illinois public school students. The current foundation level stands at $520.00 per pupil.

FOUNDATION PROGRAM: The present program provides that a school district shall receive at least $520 per pupil in best six months' WADA through a combination of local revenue, plus the flat grant or special equalization aid. The alternate method of computation, the 19 percent factor, and the density bonus increases the foundation level to an amount in excess of $520.

GENERAL AID: That part of the apportionment of the Common School Fund to the school districts which, at present, cannot be less than $48 multiplie by 119 percent for each pupil in WADA.

LEVY: (1) To impose taxes or special assessments; (2) the total of taxes; or (3) special assessments imposed by a governmental unit.

NONFEDERAL REVENUE: All revenue, other than that from Federal sources. This includes local taxes, General State Aid, State categorical aids, tuition, admissions, fees, and rentals.

NONOPERATING DISTRICT: A school district which does not own or maintain schools, but pays tuition costs to nearby districts for students residing within its borders.

OPERATING EXPENSE PER PUPIL (OEPP): The total expenditures from the Educatio Building, Bond and Interest, Municipal Retirement and Rent Funds less expenditures for the following: tuition paid to other districts, Building payments to other districts, Adult Education, Summer School, Economic Opportunity Project, Capital Outlay, Tranfers Out, and Bond Principal Retired, divided by the best six months' weighted average daily attendance.

PROPERTY TAX RATE: The percent per $1 extended on the equalized assessed valuation of property.

QUALIFYING AMOUNT: The equalized assessed valuation of the district multiplied by the qualifying tax rate to arrive at a dollar amount.

QUALIFYING TAX RATE: The minimum tax rate a school district may have extended to qualify in full for special equalization aid. The rate is legislated by the General Assembly.

SCHOOL PROBLEMS COMMISSION: A commission created by the General Assembly to survey and to study the problems pertaining to the public schools in Illinois.

SECONDARY DISTRICT: A school district which offers instruction in Grades nine through twelve only.

STATE AID FORMULA: The Formula legislated by the General Assembly for apportioning the Common School Fund to the various school districts.

SUPERINTENDENT, EDUCATIONAL SERVICE REGION: The chief school officer for the county or counties in an educational service region, who exercises supervision and control over a school district within that region.

TAX RATE LIMIT: The tax rate limit is the maximum tax rate that the county clerk may extend. The limit may apply to taxes raised for a particular purpose, or to taxes raised for all purposes, and may apply to a single government, to a class of governments, or to all governments operating in a particular area. Overall tax rate limits usually restrict levies for all purposes and for all governments, state and local, which have jurisdiction within a given area.

TOTAL TAX RATE: The sum of all the separate taxes for education levied by a local school district.

UNIT DISTRICT: A school district which offers instruction in Grades kindergarten through twelve.

WEIGHTED AVERAGE DAILY ATTENDANCE (WADA): Average daily attendance computed by weighting the average daily attendance of the secondary grades (9-12) by 1.25.